DOCUMENT RESUME

ED 058 096 SE 013 234

TITLE	Drug Abuse Films, Second Edition.
INSTITUTION	National Coordinating Council on Drug Education, Washington, D.C.
PUB DATE	71
NOTE	64p.
AVAILABLE FROM	National Coordinating Council on Drug Abuse, 1211 Connecticut Avenue, N.W., Washington, D.C. 20036 ($3.00)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Audiovisual Aids; *Directories; *Drug Abuse; *Drug Education; *Evaluation; Films; Filmstrips; Instructional Materials; Phonograph Records; Resource Materials; Slides; Transparencies

ABSTRACT

This second edition updates and expands a 1971 evaluation of films and audiovisuals related to drug education performed by the National Coordinating Council on Drug Education. Materials in this edition are evaluated both for accuracy and effectiveness as a communications tool. They are separated into two sections--films and other audiovisuals including filmstrips, slides, transparencies, and recordings--with particular recognition given to those titles which are unusually noteworthy and those using questionable approaches or containing many inaccuracies. Each entry identifies the title, year produced, intended audience, producer, source, rental fee, purchase price, physical description, synopsis of the film or audiovisual, and evaluation of the item. A subject index is included together with a list of additional recommended films to appear in future supplements of this publication. (BL)

ED0 58096

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEH REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

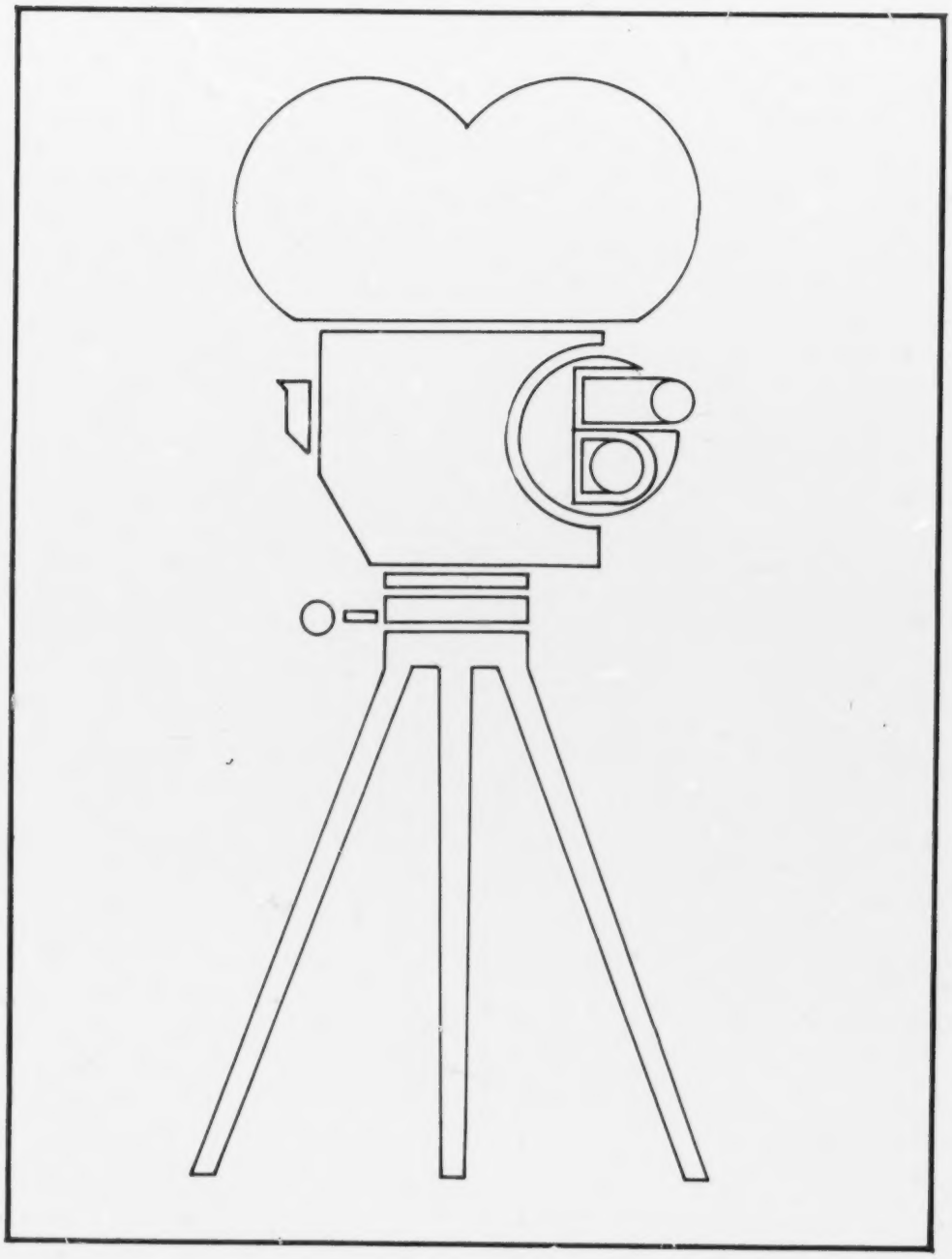
drug abuse films

SE 013 234

EDO 58096

Drug Abuse Films

Second Edition



an evaluation by

the National Coordinating Council on Drug Education

(formerly the National Coordinating Council on Drug Abuse Education and Information, Inc.)

Contents

INTRODUCTION vii

FILMS

Acid 1

*Almost Everyone Does 1

Anything for Kicks 2

Are Drugs the Answer? 2

†The Ballad of Mary Jane 3

Beyond LSD 3

The Circle 3

*Darkness, Darkness 4

†David 4

A Day in the Death of Donny B. 5

The Distant Drummer 5

†Driving and Drugs 6

†Drug Abuse: The Chemical Tomb 6

Drug Abuse: Everybody's Hang-up 6

Drug Abuse: One Town's Answer 7

The Drug Scene 7

Drugs: Facts Everyone Needs to Know 8

Drugs Are Like That 8

†Drugs and the Nervous System 9

Drugs and You 9

11:59 - Last Minute to Choose 9

Escape to Nowhere 10

†False Friends 10

†Fight or Flight 11

†Focus on Drugs (series) 11

†From Runaway to Hippie 12
*Grooving 13
†The Hang-Up 13
*Help 14
Here's Help 14
Hide and Seek 15
The Hippie Temptation 15
†Hooked 15
*I Think 16
It Takes a Lot of Help 16
† LSD 17
† LSD: Insight or Insanity 17
LSD: Lettvin vs. Leary 17
LSD: The Spring Grove Experiment 18
† LSD: Trip or Trap! 18
† LSD: Trip to Where 19
LSD-25 19
The Mad Chemist 19
Marijuana 20
*Marijuana (CBS) 20
Marijuana: The Great Escape 21
† Narcotics: The Inside Story 21
† Narcotics: Pit of Despair 21
† Narcotics—Why Not? 22
*A Nice Kid Like You 22
† The People Next Door 23
† The People vs. Pot 23
† Pot's a Put-On 24
Rapping 24
Research Report: THC—The Chemistry of Marijuana 24
† The Riddle 25
*Scag 25
The Seekers 25
*Skezag 26
*Speedscene: The Problem of Amphetamine Abuse 26

Three 27
†The Trip Back 27
†Trip to Where 28
Tripping 28
Up Pill, Down Pill 28
*Weed 29
†Why Must the Flowers Die? 29
World of the Weed 29
You Can't Grow a Green Plant in a Closet 30

OTHER AUDIOVISUALS
(filmstrips, slides, transparencies, recordings)

A Doctor Answers Your Questions about Drugs 31
Drug Abuse, Volume I, II, and III 31
† Drug Abuse - Glue Sniffing and Pills 32
† Drug Abuse - Marijuana and LSD 33
† Drug Abuse - Who Needs It? 33
Drug Abuse Education and Information Slide Resource Kit 34
† Drug Decision 34
*Drug Information Series 35
The Drug Puzzle 37
The Drug Threat: Your Community's Response 38
*Drugs: Friend or Foe? 38
Drugs and the Body 38
† Drugs in Our Society (series) 39
† Glue Sniffing: Big Trouble in a Tube 41
Health Education Series - Drugs 41
How Safe Are Our Drugs? 42
*Let's Talk About Drugs 42
LSD: The Acid World 43
† LSD: Trip or Trap? 43
† Marijuana: Don't Try It 43
*Marijuana: What Can You Believe? 44
† The Pied Pipers 44

The Problem of Drug Abuse 45
*School Health Education Study 45
†The Story of Joe: A Case History of Drug Abuse 46
†The Use and Misuse of Drugs 47
†Why Not Marijuana? 47
You Gotta' Ever Open Your Eyes 47
MORE RECOMMENDED FILMS 49
BACKGROUND ON NATIONAL COORDINATING COUNCIL ON DRUG EDUCATION 50
MEMBER ORGANIZATIONS 52
INDEX 53

*RECOMMENDED FILMS

The National Coordinating Council has marked (*) titles of some materials which merit special commendation. This distinction, however, does not signify a blanket recommendation of the items for any or all occasions. The audience and the purpose for using the audiovisuals should continue to be key factors to consider, even though the materials come with special recommendations.

On page 49 of this publication the Council lists additional recommended films. Reports on these films are not yet available but will appear in future supplements of *Drug Abuse Films.*

†OBJECTIONABLE FILMS

Materials with titles marked (†) are considered objectionable. This includes those items categorized "scientifically unacceptable" under the original terms of the contract, as well as some materials viewed after use of this category was discontinued. The reviewing panel and the Council staff will continue to apply standards which will help readers determine which materials might easily be counterproductive.

Introduction

Since its original publication of *Drug Abuse Films* (April, 1971), the National Coordinating Council on Drug Education has continued its evaluative efforts. Prompted by a not too surprising proliferation of new drug audiovisuals, the National Coordinating Council has reviewed, under contract to the National Institute of Mental Health, over 20 new items which appear in this second edition. We hope to continue what we see as a task of prime importance—to view and report as objectively as possible on the ever increasing supply of films and other audiovisuals available for drug education.

The National Coordinating Council and the panelists who performed the evaluations happily note a trend toward improved drug audiovisuals. Producers are responding, in varying degrees, to audience demands for honesty, rational perspectives and a lack of hysteria when discussing issues related to drug use. A most important trend is the shift from bestowing magical powers on the drugs to honoring the "magic" of man's individual ability to think, act, and respond to his environment.

We feel more strongly than ever that while films can play a crucial role, they, like drugs, are no magic potions in and of themselves. Films, filmstrips, tapes and records can increase knowledge; they can broaden perspectives, induce communication and alter attitudes and behavior. But, undoubtedly when these changes occur, they do so because of what happens *after* the film is seen, the record heard. We also feel strongly about what purpose this publication serves. The reviews are printed as a guide and are not designed to eliminate altogether the previewing step which we feel is essential for successful use of audiovisuals.

Peter G. Hammond
Executive Director, NCCDE

A CHANGE IN PROCEDURE

Readers who are familiar with the original *Drug Abuse Films* will notice that this second edition does not distinguish audiovisuals as scientifically acceptable or unacceptable. It is the feeling of the National Coordinating Council and the participating panelists that such a distinction, convenient though it may be at times, oversimplifies the evaluation process. As we observed in our original publication, many of the materials do not clearly fall in either category; some items in the unacceptable category have definite potential for utilization; other materials, although termed "acceptable," contain inaccuracies. The new format will report on the strong and weak aspects of the audiovisuals and let the readers decide the acceptability of the items for their purposes. We have, however, marked titles (*) of those materials which are unusually noteworthy and have denoted titles (†) of those items using questionable approaches or containing many inaccuracies.

Another change in procedure brought together in one viewing session those panelists with scientific expertise and those with other areas of expertise. (In the past the audiovisuals were viewed first by a panel composed of scientific experts and then, if judged "acceptable," viewed by another panel which made additional, general observations.) The new format presents the observations of all panelists under the "evaluation" section. The change reflects a progression to what we hope is the most valuable kind of review.

SUGGESTIONS FOR USING AUDIOVISUALS

There is no single best way to show a film or filmstrip, but these suggestions apply to using many audiovisuals.

Previewing is an essential first step. Preview with the specific viewers in mind—their age, their interests, their environment. Black, low-income high school students probably won't get excited watching middle-class white teen-agers tell why they stopped using drugs.

Know what is expected from a particular film. The messages of drug audiovisuals vary greatly. If a film's theme (the life of a heroin addict is tragic) doesn't fit the audience needs (to review the extent of drug use in this country), don't use the film. The wrong film, like a bad film, can be worse than no film.

Experiment with audiovisuals: Let students preview films. Ask for audience evaluations. Use portions of audiovisuals. Combine different items. Part of a filmstrip, for example, may be effectively shown with segments of a film or a record.

Expect questions, and if possible, have professional help available to answer the questions.

SOME DETAILS ON FORMAT

For convenience, films have been separated from other audiovisuals, which include filmstrips, slides, records and transparencies.

The "audience" indicated for each audiovisual lists the age groups, in chronological order, for which the materials are best suited. The guidelines for ages and school grades follow:

	ages	grades
primary	6-8	1, 2, 3
intermediate	9-11	4, 5, 6
junior high	12-14	7, 3, 9
senior high	15-18	10, 11, 12
college		
adult		

In some cases an ethnic group, economic level or a specific professional group is also indicated after "audience" when such is particularly appropriate. These audience suggestions are not exclusive. If a film is designed for junior high students, this does not mean that parents too could not benefit from viewing.

EVALUATION PANELISTS

RICHARD C. ALLEN, J.D., Professor of Law and Director of the Institute of Law, Psychiatry and Criminology, The George Washington University.

HOWARD APPELBAUM, a junior (1970) at Northwood High School, Silver Spring, Maryland

SUE BOE, Director of Consumer Services, Pharmaceutical Manufacturers Association, Washington, D.C.

WILLIAM F. BUCKLEY, JR., Editor in Chief of the *National Review,* a syndicated columnist, and host of the weekly political television show, "Firing Line."

JUDITH CRIST, film critic for *New York* magazine and *TV Guide,* and film and theater critic for the NBC "Today" show.

NED DOYLE, retired co-founder of Doyle Dane Bernbach, Inc. Advertising in New York City.

PETER FONDA, co-producer, actor and scenarist of the film "Easy Rider" and partner in Pando Corporation, a film production company.

BASIL GAAR, Coordinator of Instructional Services at the Southeastern Materials Center, University of South Florida, Tampa, Florida.

MICHELE GABBAY, a teacher of psychology to residents of the Arthur Kill Rehabilitation Center, Staten Island, New York (1970).

COLDEN GARLAND, Associate Professor at the State University College, Brockport, New York.

CLARENCE GIARRUSSO, Superintendent of Police, New Orleans Police Department.

GEORGE B. GRIFFENHAGEN, R.Ph., M.S., Associate Executive Director for Communications, the American Pharmaceutical Association, and editor of the *APhA Journal.*

SUE GUMP, a Kansas State University senior (1970) majoring in English and journalism.

ROBERT HABENICHT, a lawyer and Director of Trade Relations of the A.H. Robins Company, Richmond, Virginia.

JUAN IBARRA, JR., Chief Consultant in the Division of Administrative Services of the Texas Education Agency in Austin (1970).

JEROME H. JAFFE, M.D., former Director of the Illinois Drug Abuse Program and Associate Professor of Psychiatry at the University of Chicago.

ROBERT LEO, Ph.D., specialist in persuasion theory, and Assistant to the Chancellor of the Dallas County Junior College District in Dallas, Texas.

LEON LESSINGER, Ph.D., Callaway Professor of Education at Georgia State University in Atlanta, former Associate U.S. Commissioner of Elementary and Secondary Education.

DANIEL LEVITON, Ph.D., Associate Professor of Health Education at the University of Maryland in College Park.

EMANUEL LEWIS, a freshman (1971) at Bernard H. Lehman College in New York City.

STUART D. LOOMIS, Professor of Counseling at San Francisco State College and Chief Psychologist at the Haight-Ashbury Medical Clinic.

JOHN R. MATHIASON, Ph.D., Assistant Professor of Communications, University of Washington, Seattle.

LOUIS V. MORELLI, State Coordinator, Florida Drug Education Training Program, Tallahassee.

AMY NELLIS, 7th grade student (1971) at the Maret School in Washington, D.C.

RUTH NEUMANN, teacher of health education at White Bear High School in White Bear Lake, Minnesota.

HELEN H. NOWLIS, Ph.D., Director of Drug Abuse Education Programs, U.S. Office of Education, Department of Health, Education and Welfare.

The late WALTER PAHNKE, Ph.D., Director of Clinical Sciences at the Maryland Psychiatric Research Center and Assistant Professor of Psychiatry at Johns Hopkins University School of Medicine, Baltimore.

THOMAS E. PRICE, Ph.D., Director, Department of Alcohol Problems and Drug Abuse, the United Methodist Church.

JUDY SECKLER, Director of the Free Clinic, Washington, D.C.

LESLIE VALENTINE, a junior (1971) at Walt Whitman High School in Bethesda, Maryland.

PAUL WALSH, Ph.D., Vice President of Educational Assistance and Development Corporation, Washington, D.C. (1970).

HAROLD YOUNG, Coordinator of Washington D.C.'s Narcotic Treatment Administration Drugmobile and Community Organization Specialist.

EDMUND L. ZERKIN, Co-director of the Student Association for the Study of Hallucinogens (STASH), Beloit, Wisconsin.

and others including students, parents, teachers, drug users, drug addicts, ex-addicts and inmates of penal institutions.

This evaluation represents hours of viewing, discussing and writing on the part of the above panelists.

Films

ACID

Year: 1971

Audience: Jr., sr. high, college, adult

Producer: Concept Films, Inc.

Source: Encyclopaedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Ill. 60611, (312) 321-6692

Rental: $15/three days

Purchase: $327.50

Details: 26 minutes, color, 16 mm., sound; television rights available from Concept Films, Suite 312, 1155 15th St., N.W., Washington, D.C. 20005.

SYNOPSIS: Superstitions about LSD, medical research, personal descriptions of trips, legal issues and the quality of black market acid are touched on in this broad-based look at LSD. Medical authorities relate their findings and opinions based on laboratory and psychotherapeutic experiences with the drug. Scenes from a rock festival's trip tent portray bad experiences with LSD. Dr. Albert Hoffman, who first synthesized LSD, is heard describing what he experienced after accidentally ingesting it. An artist is given LSD in a controlled setting to measure his creativity while under its influence.

EVALUATION: The film offers a variety of up-to-date facts about LSD in an entertaining, fast-paced format. The filming is colorful and artistic.

The editing combines brief, out-of-context statements of medical researchers, patients and street users, and is likely to give most viewers the impression that bad LSD trips occur frequently and to a lot of people. Especially for viewers who have heard otherwise or know it from experience, the film would be more credible if these statements were documented with reports on the dosage of LSD given for particular experiences, where the drug was taken and in what circumstances. The final result is a fear-provoking film rather than one which illicits rational understanding.

*ALMOST EVERYONE DOES

Year: 1970

Audience: Intermediate, jr. high; teacher training and adult education

Producer: Gene Feldman – Wombat Productions

Source: Wombat Productions, Inc., 87 Main St., Hastings-on-Hudson, N.Y. 10706, (914) 478-0013

Rental: $18.00, $25.00, and $40.00 for one day, three days, and one week respectively

Purchase: $185.00

Details: 14-½ minutes, color, 16 mm., sound. Television rights available from producer. A one-page study guide accompanies the film.

SYNOPSIS: The film emphasizes that all people have feelings, both good and bad, and focuses on how people learn to deal with their feelings. Scenes from an "average" middle-class family illustrate what some people do to get rid of bad feelings: the father's evening martini is a part of his normal day; smoking cigarettes, talking to a neighbor, and sometimes taking a pill help the mother relax. The film asks, "When does a drug that changes the way a person feels become harmful or dangerous?" Alternatives to getting rid of bad feelings without taking a drug are explored while the camera records some everyday scenes – people riding a bike, talking, reading a book, fishing, playing a silly game.

EVALUATION: This is a film that has a potential use for almost any age group although designed in particular for grades three to six. (The producer and reviewers agree that junior and senior high school students will find it valuable if they view it as a film designed for a younger audience.) Although the family depicted is white, the film also focuses on blacks. Using both blacks and whites, and applying drug use to all ages, make the film

unusually versatile. The film's strength is in its logic which admits that we live in an age where it is customary to "take things" to dispel bad feelings; however, some reviewers feel the film assumes too strongly that all drug abuse is to get rid of bad feelings, and thereby avoids discussing drugs used merely to gain pleasurable feelings. Showing pills, cigarettes and alcohol use in a context familiar to most children gives the film credibility and places drug use in a good perspective. The people and scenes in the film are colorful and entertaining to watch. The panelists feel a fast pace is sustained throughout the film although several note that the pace begins to drag toward the end.

All films, this one in particular, will be most successfully shown if followed with discussions.

ANYTHING FOR KICKS

Year: *1969*
Audience: *Sr. high, adults; suburban*
Producer: *Design Center*
Source: *National Audiovisual Center (GSA), Washington, D.C. 20409*
Rental: *Free*
Purchase: *$44.75*
Details: *11 minutes, color, 16 mm., sound*

SYNOPSIS: A teen-age couple recall their experiences with marijuana and then heroin. Their life style gradually disintegrates until they "end up with nothing." The narrator says the story is real, only the names have been changed. The final scenes portray communications efforts between a neighborhood group of parents and teen-agers in a Northern Virginia home.

This film-a-graph (converted from slides) shows all still scenes. Non-professional actors are used. Some of the scenes duplicate frames in the filmstrip "You Gotta Even Open Your Eyes."

EVALUATION: The film could be used effectively in situations involving discussions between parents and teen-agers since it looks at the communication problems which exist between the generations. The film points out some of the common arguments of parents and young drug users. It also illustrates that the effects of drug abuse are not limited to the abusers, but are experienced by parents and friends. The setting for many of the scenes is realistic, particularly the scenes of the suburban group discussions. The photography is excellent.

The film lacks unity to correlate the comments from the couple and the later discussions involving the parents. The fact that the film does not "answer questions" about the drug problem will be an advantage or disadvantage depending on its use.

The film is accurate with the exception that a clear distinction is not made between use of drugs and addiction to drugs.

ARE DRUGS THE ANSWER?

Year: *1970*
Audience: *Jr., sr. high*
Producer: *National Institute of Mental Health*
Source: *National Audiovisual Center (GSA), Washington, D.C. 20409*
Rental: *Free*
Purchase: *$80.00*
Details: *20 minutes, color, 16 mm., sound*

SYNOPSIS: Psychologist Allan Cohen, a former disciple of Timothy Leary who now conducts informal drug discussions around the country, lectures a small group of jr. high students about the nature and harmful effects of marijuana, LSD and speed. He also tells why he has turned away from the drug scene. Dr. Cohen answers student questions about whether or not marijuana is psychologically addicting, if use of marijuana changes the personality and whether he thinks it should be legalized. The students share the camera with Cohen throughout the film.

EVALUATION: Dr. Cohen relates some pertinent drug information, but several of his statements should be placed in a perspective relevant to average drug users and potential users. For example, his statement that "all these drugs make you dependent, make you a slave," implies that drugs in general have an addicting quality. The statement about LSD causing users to sooner or later flip out permanently should also be qualified as something other than an inevitable outcome of using LSD. Dr. Cohen implies that anyone who uses drugs will be lucky to survive. His observations of side effects on long-term marijuana users – a decrease in memory and in the ability to concentrate, an increase in passivity, creeping paranoia and difficulty in translating thoughts into words – should be stressed as effects not invariably applicable to average marijuana users.

Viewers should be prepared for the lecture format because the film is not a dramatic or particularly exciting presentation. One panelist feels Dr. Cohen's sarcastic tone is condescending, and his manner inappropriate.

†THE BALLAD OF MARY JANE

Year: *1970*

Audience: *Jr. and sr. high*

Producer: *Professional Arts, Inc.*

Source: *Professional Arts, Inc., P.O. Box 8484, Universal City, Calif. 91608*

Rental: *$25/three days plus postage*

Purchase: *$250.00*

Details: *23 minutes, color, 16 mm., sound*

SYNOPSIS: Mary Jane (marijuana) tells "her own story" to Jim, a teen-ager who is trying his first marijuana cigarette. Mary Jane briefly relates her historical background, tells how she grows and how she affects her user's central nervous system. She explains how she becomes involved in the underground and why she is sometimes impure. Psychologically, Mary Jane says, she is habit forming. "I'm a 'put-on' because I dull your mind and waste your precious time." Mary Jane leaves Jim by asking if he's going to make her an important part of his life.

Marijuana users interject into the narration their personal experiences with the drug.

EVALUATION: The film contains some inaccuracies. It refers to the "female" hemp plant as the source for marijuana. Actually, marijuana is found in the flowering tops and leaves of both the male and female plants. The visual effects which are designed to suggest marijuana-induced experiences are more appropriate to effects which could be produced by LSD. The historical references, both to the mythical Shen Nung and to the highly-dramatized gangster wave of the 1930's, are not based on actual fact in so far as marijuana is concerned. The overall tone of the film suggests that marijuana is closely associated with violence, that it is "habit forming" and leads to use of heroin, and that few, if any, who try it ever stop smoking it. This tone does not present a realistic view of marijuana use today. The film will be viewed by most young people as an unconvincing melodrama.

One noteworthy aspect of the film is that it says people can experience different effects from marijuana use.

SYNOPSIS: The film dramatizes a medical doctor's discussions with neighborhood parents who are concerned that their teen-agers' long hair, dress and music styles indicate an involvement with LSD. The physician says the parents are victims of alarmist reactions and urges them to "cool down" and channel their concern towards listening to and communicating with their children. In a film clip shown to the parents, J. Thomas Ungerleider, Professor of Psychiatry at the University of California at Los Angeles, relates the problem of LSD use to the communications gap which he says encourages teen-agers to turn to drugs for help with their problems. He reinforces the message that understanding can bridge the generation gap by saying that LSD also stands for "Let's Simmer Down."

EVALUATION: The film puts a good emphasis on the need for parents to improve communications with teen-agers. The problem of the generation gap is approached in a fair and honest manner, and valid solutions are suggested to overcome the lack of communication and trust between parents and their children. The narrator and the neighborhood physician, by emphasizing the need for a non-hysterical approach to understanding why people take drugs, add credibility. The film's opening technique, which uses film-clips that conjure up association with LSD use, draws audience interest. The film places a valid emphasis on the need for "really" listening to youth and not overacting to drug use. Dr. Ungerleider's stress on drug use as a symptom of a complicated problem rather than the problem itself is noteworthy.

The portrayal of the parents is staged and exaggerated, making their roles unrealistic and unconvincing. Portions of the film are overly preachy and condescending. Parents and their teen-age children should view the film together to stimulate communication.

The film is accurate; however, several references require further qualification if they are not to mislead. A statement about LSD possibly affecting unborn children needs clarification that no link between LSD use and chromosome damage has yet been conclusively documented. Calling LSD a "tragic illusion" ignores therapeutic uses of LSD and implies that no pleasure can be gotten from LSD.

BEYOND LSD

Year: *1968*

Audience: *Parents and their teen-agers; suburban*

Producer: *Paul Burnford Productions*

Source: *BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404*

Rental: *$ 20.00*

Purchase: *$300.00*

Details: *25 minutes, color, 16 mm., sound*

THE CIRCLE

Year: *1967*

Audience: *Sr. high, college, adult; professionals*

Producer: *National Film Board of Canada*

Source: *McGraw-Hill Films, Hightstown, N.J. 08520*

Rental: *$ 25.00*

Purchase: *$350.00*

Details: *In 2 parts, 57 minutes, black/white, 16 mm., sound*

SYNOPSIS: This film portrays the rehabilitation process of drug addicts at Daytop Village by focusing on one individual, Don, from his first day at Daytop to the time when he is ready to leave. Don gradually adjusts to Daytop's communal work and living patterns, but resists the attempts of other residents to force reactions from him in verbal encounter sessions. Various experiences with other addicts and the Daytop technique, which concentrates on self-help for addicts through group therapy, bring Don to a point where he is better prepared to face society outside of Daytop's confines, without the aid of drugs.

The film deletes profanity from the encounter sessions.

EVALUATION: The film realistically presents information on one type of rehabilitation method by concentrating on one individual in a thorough, convincing manner. The intense, personal nature of the group therapy involves the viewer, enabling him to understand the Daytop treatment.

At times the film is not credible. Some of the encounter sessions seem staged. The film is too long and audience interest may be lost before the story is fully developed.

The content of the film is accurate as a description of one type of therapeutic approach to heroin addiction. Because it concentrates on one rehabilitation approach only, the film inadvertently could imply that other techniques, such as those which use medication or professional help, either do not exist or are inferior. It should be explained to viewers that other similar therapeutic communities and other treatment approaches to addiction exist.

* DARKNESS, DARKNESS

Year: *1970*

Audience: *Sr. high through adult, especially middle class*

Producer: *Nolan, Wilton and Wootten, Inc. in cooperation with the Haight-Ashbury Free Medical Clinic*

Source: *Nolan, Wilton and Wootten, Inc., 374 Waverley St., Palo Alto, Calif. 94301, (415) 327-7272*

Rental: *$60/three days*

Purchase: *$360.00*

Details: *36 minutes, color, 16 mm., sound. A 25-page instructor's supplement which profiles the people in the film, gives factual questions and answers as well as discussion topics, and includes a glossary, is included with the film.*

SYNOPSIS: The film listens to a dozen people, all middle-class whites, whose lives in some way have been touched by heroin. Most are current addicts; a few have stopped using heroin; two are parents of one of the addicts interviewed. Each person's message is different, but all help build a bleak description of the addict's life. One describes his continual fear of arrest. Another compares his present life as an addict with the life he imagined addicts lived before he tried heroin. Several tell about guilt feelings they have towards parents. The subjects are usually seen in close-up shots.

EVALUATION: The film is described by one reviewer as "chilling" in its realism. The camera focuses on each subject long enough for the viewer to gain a feeling of identity with the subject, helping to create the realism. The personal experiences tell the audience more than most films on heroin, because the users or ex-users have some insight into their addiction. They can meaningfully express their feelings about being addicts, about becoming ex-addicts, and for some, about their inability to kick heroin. One reviewer feels the interview of the parents is the film's greatest strength. They are perceptive people who candidly tell how it felt to face the possibility of failure as parents and to deal with an addict son.

An addict's advice against trying heroin because it feels "too good" is criticized as poor psychology, but a younger reviewer feels that most young people can understand the addict's reasoning and take his advice as he means it to be taken.

Most reviewers feel the film could be shortened without losing its impact. It is suggested that because the film stresses opinion rather than factual information, emphasis should be given in follow-up discussions to such facts as the dangers involved in using unsterile needles.

†DAVID

Year: *1965*

Audience: *College, adult; professionals working with addicts*

Producer: *Drew Associates for Time-Life*

Source: *Time-Life Films, 43 W. 16th St., New York, N.Y. 10011*

Rental: *$ 50.00*

Purchase: *$400.00*

Details: *54 minutes, black/white, 16 mm., sound*

SYNOPSIS: The drug addiction rehabilitation processes of Synanon are related in this story of an addict seeking treatment. David is torn between wanting to leave Synanon to join his wife and son, and probably begin using heroin again, and staying at Synanon where his behavior, motivations and attitudes are subject to continual critical analysis by other residents. David's struggles are intensified when a former resident returns for a visit because he went back to heroin after leaving Synanon; the visitor tries to cure himself by staying again, and fails. David eventually "wins" his struggle; he decides to stay at Synanon until he is cured.

EVALUATION: The film deals with an early period of Synanon's history and does not accurately portray the current Synanon program. Drug addicts are no longer removed from rehabilitation centers by enforcement officials, as the movie portrays. The conflict over the visit by David's wife is outdated by the present Synanon concept which encourages families to live in with addicts.

The film is useful for those who are interested in Synanon's history.

A DAY IN THE DEATH OF DONNY B.

Year: *1970*
Audience: *Intermediate students through adults; inner city*
Producer: *Office of Communications, NIMH*
Source: *National Audiovisual Center (GSA), Washington, D.C. 20409*
Rental: *Free*
Purchase: *$32.50*
Details: *14 minutes, black/white, 16 mm., sound*

SYNOPSIS: The film portrays what could be a typical day in the life of a heroin addict in a ghetto slum. Donny, a young black, wanders through the neighborhood, oblivious to the sordid surroundings, looking only for means to support his heroin habit. He attempts to obtain money by begging from friends and strangers, by stealing, and by gambling, and finally is able to buy a heroin fix. Donny's appearance, the ways he tries to get money, and the amount of money he finally spends for heroin reveal that he is not a veteran drug user; there will be other "days" in Donny's death. The final scene shows him staggering off to the lyrics of the theme song, "Goodbye Donny . . . ." Scenes of Donny are interspersed with comments by friends, Donny's mother, a policeman, a mortician, and others who are familiar with the problems of addiction.

EVALUATION: The film conveys the "living death" aspects of heroin addiction and the lack of society's concern which often accompanies addiction in the ghetto. One of the strongest effects of its message is the indifference exhibited by Donny's neighbors, who, surrounded by their squalor and despair, barely notice Donny's presence. The background music and theme song, the black and white photography which accentuates the bleakness of the slum setting, and the effective portrayal of the character Donny, also add to the film's quality. Because all black subjects are used, this film is particularly suitable for black audiences; however, it could be shown effectively to other audiences as well.

If the film related more of Donny's background, a stronger case would be made for society's role in drug addiction. The narration does not provide much useful information and, at times, presents confusing information on drug effects.

The data in the film is accurate; however, it includes several questionable portrayals of drug effects. The film tends to attribute Donny's "death" solely to a drug, ignoring any explicit discussion of the social factors in his life which, in all probability, led him to drug use. Donny's stumbling walk and lack of coordination are more appropriate for a drunk than for a heroin addict and might confuse a lay audience which is unfamiliar with addiction. The film's tone in general, which implies that all users end up either "dead or in jail" and that no help is available for heroin addicts, is negative.

THE DISTANT DRUMMER

Year: *1968*
Audience: *Sr. high, college, adult; suburban*
Producer: *Office of Communications, NIMH*
Source: *National Audiovisual Center (GSA), Washington, D.C. 20409*
Rental: *Free*
Purchase: *$183.50*
Details: *45 minutes, color, 16 mm., sound*

SYNOPSIS: Paul Newman narrates this edited version of two shorter films, "Flowers of Darkness" and "The Movable Scene." Beginning with a historical perspective of the origin of opium, the film discusses opium's refinement to a morphine base and to heroin. It traces the import route of heroin from the Far East to Mexico and the United States, along with the accompanying price rise. Several rehabilitation techniques are briefly discussed against a review of Federal rehabilitation laws. The film focuses on the use of drugs by young, rebellious, middle-class Americans. Spontaneous interviews with drug users depict the drug scene in San Francisco, New Orleans and New York, as well as in several foreign cities.

The sound quality of some of the interviews is poor.

EVALUATION: The film presents an entertaining overview of drug information, both historical and current, and offers viewers an understanding of the drug culture among middle-class young people. Within this segment, a good representation is given to a variety of users, including some adults. However, the film's emphasis on the "international beatnik" set ignores the majority of drug users. For the most part the information is objective and does not explicitly moralize about drug use. At times the narration tends to equate Hippies with addiction. Because it covers a broad information scope, the film lacks a strong central theme.

The film is accurate; however, its information is overgeneralized. The explanation of morphine's conversion to

heroin is vague. The narration mistakenly attributes the discovery of heroin to the year 1898, which is actually the accepted date for heroin's first medical use. In its review of rehabilitation laws, the film mistakenly implies that the Harrison Act of 1914 makes addiction a willful, criminal act; more correctly, it is later interpretations of the Bureau of Narcotics regulations and Supreme Court decisions which emphasize the addict as a criminal.

The film presents a good description of the evolution of narcotic laws and a valuable review of treatment and rehabilitation programs, although it avoids explanation of variations in treatment methods.

†DRIVING AND DRUGS

Year: *1969*

Audience: *Jr. and sr. high*

Producer: *G.M. Photographic*

Source: *Rental: Jam Handy Productions, 2821 E. Grand Blvd., Detroit, Mich. 48211;*

Purchase: General Motors Photographic, Audio-visual Dept., 465 W. Milwaukee Ave., Detroit, Mich. 48202

Rental: *Free*

Purchase: *$61.55*

Details: *14 minutes, color, 16 mm., sound*

SYNOPSIS: The film discusses the potential effects of barbiturates, amphetamines, marijuana, mescaline and LSD on automobile driving. It simulates the effects of the drugs as seen from the eyes of the auto operator.

EVALUATION: The film's discussion of drugs and drug effects is overgeneralized and includes misleading and incorrect statements. Individual cases involving extreme reactions to certain drugs are used to imply a universal drug reaction. For example, the narration states that amphetamines can produce "temporary insanity." The discussion of marijuana implies that users usually move on to heroin; the information of the effects of marijuana is overgeneralized since it does not qualify its discussion with references to dose. Misleading descriptions of LSD effects, based on rare reactions, include a user who "one year later doesn't trust his friends and goes insane" and a first-time user who requires psychiatric treatment. The narration contains such incorrect statements as "Drug use is against the law" and "All drugs will produce a psychological dependence."

The film's perspective on the relationship of drug use to driving would be improved if it included the effects of alcohol as well as prescription and non-prescription drugs.

†DRUG ABUSE: THE CHEMICAL TOMB

Year: *1969*

Audience: *Jr. and sr. high*

Producer: *Film Distributors International*

Source: *Film Distributors International, 2221 S. Olive St., Los Angeles, Calif. 90007*

Rental: *$ 15.00*

Purchase: *$225.00*

Details: *19 minutes, color, 16 mm., sound*

SYNOPSIS: The film presents information concerning the effects of drugs on the body. It classifies drugs most commonly abused, including solvents, barbiturates, amphetamines, LSD and marijuana. The film illustrates, often through staged settings, what it calls the pitfalls of drug abuse including dependence, infection, depression, crime, imprisonment, suicide and death. The film's message says that the use of dangerous drugs leads inevitably to a dead end, a chemical tomb from which there is no escape.

EVALUATION: The logic underlying the addictive process, as described in the film, is weak. The suggestion that those who use the "dangerous drugs" are "buried alive", is unrealistic. The film's reference to "deliriant" as a drug classification is vague and not consistent with generally acceptable classifications. Glue sniffing is inaccurately described as causing brain damage. References to one Seconal producing hallucinations, marijuana resulting in hallucinations, and high dosages of THC paralleling LSD effects require further qualifications if they are not to be misleading. The term "smack" is inaccurately used as a synonym for mainlining.

The film presents good identification of Seconal, Nembutal and Tuinal.

DRUG ABUSE: EVERYBODY'S HANG-UP

Year: *1970*

Audience: *Sr. high, college, adult*

Producer: *Smith Kline and French Laboratories*

Source: *N.E.A. Sound Studios, 1201 16th St., N.W., Washington, D.C. 20036*

Rental: *$15/three days*

Purchase: *$90.00*

Details: *14 minutes, color, 16 mm., sound*

SYNOPSIS: The film portrays drug abuse as a problem for all ages and all classes of people. The drug abuser today is

not one, but many types of people with a variety of reasons for turning to drugs. These range from people who take drugs to stay awake, to those who need identity and those who want to escape from boredom or misery. Parents can participate in solving the problem by starting a dialogue with their children which emphasizes honesty. They should expect children to be different from adults when given the advice, "Think for yourself." Most of the scenes are stills; the narration is the only voice heard.

EVALUATION: The film's theme—drug abuse is a problem of concern to everyone—is reiterated in scenes which portray various age groups and social classes. The narration is frank and gives an honest assessment of legitimate drug use as well as drug abuse. Although the pictures are attractive, the film would be more entertaining if it included action scenes.

The film gives a good perspective to the need for unemotional communication and the "think for yourself" approach to drug decisions; however, its emphasis on the need for communication between parents and teen-agers, while an important need, does not answer specific questions which concerned parents ask. The information tends, therefore, to play on parental fears.

The film is accurate, but several references to heroin detract. The film implies that abuse of some drugs will automatically lead to use of heroin. The highly dramatized heroin withdrawal scene is not an accurate portrayal of usual heroin withdrawals.

The film also tends to group all drugs together in its discussion, at times creating the impression that all drugs have the same effect.

DRUG ABUSE: ONE TOWN'S ANSWER

Year: *1969*

Audience: *Jr., sr. high, adult (espec. parents); suburban*

Producer: *Charles Cahill & Associates, Inc.*

Source: *Aims Instructional Media Services, P.O. Box 1010, Hollywood, Calif. 90028*

Rental: *$30.00*

Purchase: *$275.00*

Details: *23 minutes, color, 16 mm., sound*

SYNOPSIS: The film details the formation and purpose of Awareness House in Fort Bragg, California, a teen center which was started with the help of two ex-addicts. The dialogue of the teen-agers and counselors at the center illustrates that Awareness House is designed as a place where young people feel free to talk about a variety of common experiences and problems, not necessarily related to drugs. The film incorporates the message of Awareness House, "Turn on to people, not drugs."

EVALUATION: The film describes a positive approach to the drug problem as successfully demonstrated in one community. However, the film is not effective in conveying the potential strength of that approach. The discussions are staged. They do not involve the participants, or the viewers, emotionally. The young people seem to agree on every issue discussed and the film does not illustrate how people learn to trust and care for each other, or solve problems, through open communications.

The attractive teen-agers and the color photography make the film entertaining, although it is too long. The participants at Awareness House will probably provide an identity point for middle-class people and some of their discussions will serve as a base for additional discussions after the film has been viewed.

The content of the film is accurate. The film is noteworthy in its emphasis of the drug problem involving more than drugs in themselves. The information suggests the influence of drug use in the home by adults. It correctly points out that drugs are most often spread from one young user to another rather than by a professional "pusher." The film also recognizes the social pressure of youth to use drugs. Conversations between the young people in the film note that many try drugs without apparent ill effects.

However, by uncritically presenting the opinions and observations of young people, the film presents misinformation about drug effects in some instances and in others, implies that unique, individual reactions are common, universal reactions. For example, a student mistakenly says LSD and mescaline are "not out of the body's system for two or three months." A description of an experiment with hampsters implies that LSD and mescaline are the direct cause of the animals' deaths. A reference to a marijuana user who "took pot shots at strangers and killed at least one" implies that this is usual behavior resulting from marijuana use.

THE DRUG SCENE

Year: *1970*

Audience: *Jr., sr. high*

Producer: *Hanna-Barbera Productions*

Source: *Hanna-Barbera Productions, Educational Division, 3400 Cahuenga Blvd., Hollywood, Calif. 90028 (213) 851-5000*

Rental: *$15/three days, $5/day thereafter*

Purchase: *$200.00*

Details: *16 minutes, color, 16 mm., sound; one-page study guide accompanies film. Television rights available from producer.*

SYNOPSIS: Opening scenes of colorful graphics, woods, streams, flowers and children change quickly to pictures of junk piles, littered beaches, polluted streams and air. The narration and the scenes suggest an analogy between pollution of the environment and pollution of the human body from drug abuse. The film features informal talks with young ex-users who tell why they started using drugs, what kinds of drugs they took, the physical effects and problems experienced, their efforts to quit, and their lives since quitting. The closing sequence showing racing cars, surfing and dancing suggests ways to have fun without using drugs.

EVALUATION: Getting ex-drug abusers to tell their stories often means the resulting picture is exaggerated and unbalanced. This film is no exception. The experiences are not representative of the experiences of many drug users. The former users display an almost fervent anti-drug stance which may be unconvincing to viewers who know from experience or friends about the more attractive sides of drug use.

Another problem encountered when using former users is that their descriptions about drug effects can be misleading. Statements such as "yellows are almost like heroin," and "acid is not that far from weed" do not take into consideration important factors such as dosage, how the drug is taken, circumstances under which it is taken, and the variables contributed by the user himself.

The opening and closing sequences of the film are beautiful to view.

DRUGS: FACTS EVERYONE NEEDS TO KNOW

Year: *1970*

Audience: *Parents, teachers, community groups*

Producer: *Joseph Fiorelli*

Source: *Rental: New York University Film Library, 41 Press Annex, Washington Sq., New York, N.Y. 10003*

Purchase: Fiorelli Films, Inc., Research Dr., Stamford, Conn. 06906

Rental: *$25/day*

Purchase: *$300.00*

Details: *29 minutes, color, 16 mm., sound*

SYNOPSIS: Sanford J. Feinglass, Ph.D., presents background information to a small group of adults in a classroom setting. Dr. Feinglass discusses drugs in the categories of depressants, stimulants and psychedelics. He notes similarities and differences between drugs. Questions asked by individuals in the group include the following: Are tranquilizers and amphetamines addictive? Is alcohol as serious a problem as narcotics? Is marijuana a narcotic? What is psychological dependency? In his summary, Dr. Feinglass emphasizes that solutions to drug abuse problems must consider the reasons why people take drugs.

EVALUATION: The film contains basic information of value to those who want a lecture-type presentation on drugs. Important emphasis is made on the problem of drug abuse originating not with the drugs themselves but with the reasons for their use. The format, however, is unimaginative; as a filmed lecture the material is overly long and uninteresting. The staged questions from the audience add to the film's stilted style.

The film is accurate. The information places a good emphasis on drug dosage, and non-drug factors which influence response. It includes a distinction between teratogenesis and mutagenesis which is seldom found in general drug information.

The term "speed" does not refer specifically to Benzedrine, as stated in the narration, but to either methamphetamine or to all amphetamines. The narration says that only true tranquilizers will end a bad LSD trip; however, sedatives have also been used successfully to combat adverse reactions to LSD.

DRUGS ARE LIKE THAT

Year: *1970*

Audience: *Primary, intermediate*

Producer: *Junior League of Miami, Inc.*

Source: *Junior League of Miami, Inc., 201 Douglas Village, 800 Douglas Rd., Coral Gables, Fla. 33134; (305) 448-6647*

Rental: *$10/week*

Purchase: *$140.00*

Details: *17 minutes, color, 16 mm., sound. 5-page brochure with discussion topics and four posters accompany film. Television rights available from producer.*

SYNOPSIS: While watching her younger brother build an eternal motion machine out of an erector set, a pre-teen girl tells him what she learned about drugs at school. Interspersed into their conversation are situations which draw analogies to drugs and drug use, emphasizing the theme "drugs are like that." A crying baby who lost his pacifier illustrates dependency; people playing with their hair or biting fingernails illustrate a habit; a swimmer diving into what looks like a beautiful lake and ending up headfirst in mud illustrates unforeseen dangers. The sister moves one block on her brother's completed machine causing it to collapse, illustrating how one small change or decision can have surprising overall effects. The film says that some drugs can make you feel funny, can make you look stupid, are against the law, and don't always do what they look like they'll do.

EVALUATION: The film speaks in the language of its intended audience, using dialogue and relating incidents which children understand. A simple, clear logic underlies the incidents which are meant to describe what drugs are like. The soft-sell approach is effective and makes the film valuable for drug educators and parents too. The film's use of a white cast is the only characteristic which limits it to a white, middle-class audience.

Reviewers feel a follow-up discussion should be an inherent part of using the film. (The producer's brochure also stresses this.) Such a discussion can probably compensate for the film's weakest point, an overgeneralized implication that all drugs are bad, or lead to unpleasant, dangerous experiences. There is almost no attempt to distinguish one type of drug from another, and not enough emphasis on positive drug experiences. The pace of the film drags somewhat, as the result of an overly-conscious attempt to make the brother and sister's conversation seem natural.

†DRUGS AND THE NERVOUS SYSTEM

Year: *1967*

Audience: *Jr., sr. high*

Producer: *Churchill Films*

Source: *Churchill Films, 662 N. Robertson Blvd., Los Angeles, Calif. 90069*

Rental: *Contact Churchill Films*

Purchase: *$195.00*

Details: *18 minutes, color, 8 mm. and 16 mm., sound; available in Spanish*

SYNOPSIS: This animated film describes physiological and psychological effects of various drugs on the body. Aspirin is used to illustrate how a common drug acts to reduce pain and fever. The film discusses glue sniffing, stimulants, depressants, opium derivatives, marijuana and LSD. Therapeutic uses and the results of abuse of each class of drugs are explained.

EVALUATION: The film contains overgeneralizations and erroneous statements about drug effects. The description of aspirin's action on the central nervous system is oversimplified and not a good analogy to how other drugs affect the body. The narration includes misleading statements, such as "Heroin is the strongest and most dangerous drug," and references saying LSD causes permanent brain damage and marijuana use leads to other drug use. Several references to the authoritative knowledge of medical doctors imply that a drug acts one way if taken with a physician's advice, but will act differently if taken for "kicks."

DRUGS AND YOU

Year: *1971*

Audience: *Primary, intermediate*

Producer: *Hanna-Barbera Productions*

Source: *Hanna-Barbera Productions, Educational Division, 3400 Cahuenga Blvd., Hollywood, Calif. 90028, (213) 851-5000*

Rental: *$15/three days, $5/day thereafter*

Purchase: *$75.00*

Details: *5 minutes, color, 16 mm., sound; 10-page study guide accompanies film. Television rights available from producer.*

SYNOPSIS: The film presents a series of five animated illustrations of the effects and dangers of various drugs. Human figures riding up and down an escalator demonstrate effects of amphetamines and barbiturates, for example, as they and accompanying music speed up unnaturally, then slow down sluggishly. Each cartoon is followed with close-up stills of children with child voice-overs asking questions or giving opinions about drugs. After each cartoon and question sequence, the film instructs the leader to stop the projector for discussion.

EVALUATION: The educational value of this film depends almost entirely on the discussion which each sequence is meant to introduce. If the discussions can point out some of the myths which the cartoons perpetuate (drugs consume the user, drugs lead to death, marijuana leads to heroin), the film has a constructive use. However, panelists feel that the questions asked by the children on the film are slanted toward a discussion which will support the animations.

The cartoons and pictures of the children are attractive, eye-catching and short enough to undoubtedly hold viewers' attention.

11:59 – LAST MINUTE TO CHOOSE

Year: *1971*

Audience: *Sr. high, college, adult*

Producer: *Brentano Foundation*

Source: *Holt, Rinehart and Winston, Inc., Media Department, 383 Madison Ave., New York, N.Y. 10017, (212) 688-9100*

Rental: *Not available*

Purchase: *$375.00*

Details: *27 minutes, color, 16 mm., sound*

SYNOPSIS: The film combines dialogue from actual drug users and former users with overdose treatment scenes from a hospital emergency room. The users talk both of the pleasures and the pains of their drug use which concentrated on barbiturates, amphetamines and heroin. A double-frame technique is used, often capturing simultaneously the users talking about their experiences and the hospital scenes.

EVALUATION: The film provides a unique perspective to drug use when clips of users or former users describing the nice feelings that drugs provide is juxtaposed with gory scenes from the emergency room. The young people who talk about their drug use are extremely credible. Those who have stopped using are able to convincingly tell why they no longer want to use drugs without an across-the-board condemnation of all drugs.

One criticism arises over not always being able to clearly distinguish the current users from the ex-users.

It is difficult to predict reaction to the film, and therefore its best use. The comments and scenes are credible and realistic, but anyone with a queasy stomach may find the film too real.

ESCAPE TO NOWHERE

Year: *1968*

Audience: *Jr., sr. high; suburban*

Producer: *Professional Arts, Inc.*

Source: *Professional Arts, Inc., P.O. Box 8484, Universal City, Calif. 91608*

Rental: *$27.50/three days plus postage*

Purchase: *$275.00*

Details: *25 minutes, color, 16 mm., sound*

SYNOPSIS: This film tells the real-life story of Debbie, a teen-ager, who describes her attitudes and feelings, and the role drugs play in her life. Debbie hitchhikes to parks, zoos, museums and bookshops. She converses with a narrator who asks her why she takes drugs, how she started, what drugs she has used, what they do for her, whether or not she's happy. The discussion is interspersed with brief comments from other drug users and interviews with medical authorities.

The film was made in cooperation with the San Mateo Union High School District in California.

EVALUATION: Because Debbie is a teen-ager who has had experiences with drugs, young viewers should be able to identify with her. She is convincing as a sincere person and illustrates that drugs have led her to a purposeless life. The photography makes the film enjoyable to view.

The story is over-dramatized. Debbie's odyssey-like wanderings are fairly carefree. She seldom worries about money yet is supporting a costly drug habit. The film subtly implies that she obtains money from prostitution, but this is not clear. Debbie doesn't seem to suffer as a result of her involvement with drugs. She admits she is lonely, but doesn't seem to be unhappy. This lack of realism plus the narrator's leading questions give the film an artificial tone. An opening statement in the film saying the only way to know about drugs is to ask someone who has taken drugs is later contradicted by Debbie when she advises, "Don't believe what other kids tell you about drugs." Debbie's story might mistakenly imply that drug-taking is a cause, rather than a result of Debbie's lack of maturity and responsibility.

The film is accurate; however, its overall picture of a drug abuser and some vague references might be misleading. Debbie's idyllic life is not representative of drug users who are involved to the extent she seems to be involved with drugs. The dialogue between Debbie and the narrator often overgeneralizes by referring to "drugs" rather than specific drugs or drug effects. The references to amphetamine action on the body do not adequately distinguish when amphetamines produce excitement and when they produce depression. The information incorrectly implies that amphetamines cause depression rather than effect a reaction to overstimulation of the drug.

The information on the dangers of methamphetamine use is thorough and in good perspective.

†FALSE FRIENDS

Year: *1967*

Audience: *Adult; Middle and Far Eastern audiences*

Producer: *Interfilm-London-Ltd. in association with Film Producers Guild*

Source: *International Film Bureau, Inc., 332 S. Michigan Ave., Chicago, Ill. 60604*

Rental: *$ 8.00*

Purchase: *$125.00*

Details: *9 minutes, color, 16 mm., sound*

SYNOPSIS: The film illustrates the problems a laborer and his family face as a result of his addiction. He struggles to keep his job in order to earn enough money to buy drugs, but eventually fails. His wife and foreman persuade him to undergo treatment, and after his cure, he is again united with his family. Most of the story is told without narration. The animated characters are of Oriental origin.

EVALUATION: The story is based on overgeneralizations of atypical experiences. The laborer's addiction, which resulted after he experimented with opium smoking, implies that the progression from occasional experimentation to drug dependence is inevitable. The manner in which the story is presented ignores the complexity of drug addiction.

†FIGHT OR FLIGHT

Year: *1967*

Audience: *Jr., sr. high*

Producer: *J & F Productions, Inc.*

Source: *International Association of Chiefs of Police, 11 Firstfield Rd., Gaithersburg, Md. 20760*

Rental: *Not available*

Purchase: *$150.00*

Details: *14½ minutes, color, 16 mm., sound*

SYNOPSIS: Former drug addicts who are residents of Daytop Village in New York recall their experiences with drug addiction. Their comments, interspersed with illustrated accounts of drug experiences and narration, emphasize the effects of heroin and LSD; marijuana, "pills," alcohol and cough medicine are also referred to. The narration concludes that it is easy to escape from life, that everyone must make a decision . . . ."fight or flight."

EVALUATION: The information draws on the biases of four ex-addicts whose experiences are used to predict universal reactions. Using the comments of former addicts uncritically creates mistaken impressions. Several references, for example, imply that marijuana is addicting and inevitably leads to heroin addiction. Fatal automobile accidents, crime, death and irresponsible behavior are all attributed to drug abuse. A wife of an addict blames heroin for her husband's liver condition which was caused by tuberculosis. The narrator states that these addicts, "unlike most," survived their addiction; this implies that addition is a hopeless disease which results in death.

†FOCUS ON DRUGS
(series of five)

Year: *1970*

Audience: *Intermediate, jr., sr. high*

Producer: *American Educational Films*

Source: *American Educational Films, 331 N. Maple Drive, Beverly Hills, Calif. 90210*

Rental: *$25.00 each; $100.00 for set of five*

Purchase: *$225.00 each; $1,000.00 for set of five*

Details: *15 minutes each, color, 16 mm., sound; television rights available from producer*

Note: *Each film in the series uses both black and white characters, as well as metropolitan and suburban settings; however, after viewing the total series, the panel feels the films have greatest use in suburban settings.*

DOWNERS

SYNOPSIS: Vignettes illustrate how barbiturates can lead to death when they cause the user to forget how many he has taken, when they are taken with alcohol or when the user attempts to drive. The narrator, Greg Morris, questions the reasons why young people abuse barbiturates. A representative of the Los Angeles Free Clinic explains why barbiturate withdrawal should occur only under medical supervision and over a period of several weeks.

EVALUATION: With one exception, the panel feels the film does not present its information in a sound perspective. The emphasis on death, the highly dramatized withdrawal scene which opens the film, the assumption that all prescription drugs are "dangerous drugs" while non-prescribed o-t-c drugs are "quite safe," and the rather preachy ending by the narrator all contribute to the film's lack of credibility. Toward the close the narrator naively states that the difference between living in the slums and in a well-to-do area lies in education, not in pills. The narration misidentifies red capsules as Seconals, rather than unidentified secobarbital capsules.

Unfortunately, it is doubtful that the important explanation about why barbiturate withdrawal should be medically supervised will be even heard by viewers who have tuned out other segments of the film.

HEROIN

SYNOPSIS: The question of whether or not one drug leads to use of another drug is probed in this film which tries to trace the source of heroin addiction. When several ex-addicts tell how they started using drugs, the common element is usually either alcohol or marijuana. The film calls alcohol and marijuana the "first drug barrier" crossed by these addicts. The narrator, David Hartman, suggests that viewers consider the idea that use of one drug may make use of another drug easier.

EVALUATION: Logical evidence is not presented for the stepping stone theory which the film supports. The narrator makes the point that using one drug (alcohol or marijuana) can make using another drug (heroin) easier. But he fails to acknowledge the probable fact that most marijuana users do not use heroin, although earlier he used similar reasoning to discount any correlation between use of orange juice and use of heroin when he says most people drink orange juice and are not addicted to heroin. Implying the causal relationship between marijuana and/or alcohol and heroin ignores the important psychosocial factors involved in heroin use. The exaggerated picture of withdrawal and the opening ambulance scene add unrealistic touches. Some panelists feel the film is engrossing while an equal number find the information hackneyed and stereotyped.

The film uses some credible former heroin users to meaningfully tell why, as addicts, they liked to turn friends on to heroin, even though aware that it is an addicting drug.

LSD / PSYCHEDELICS

SYNOPSIS: The film visually identifies samples of LSD, peyote, DMT, STP, mescaline, psilocybin, hashish and marijuana. A series of situations in which young people advocate use of psychedelics, mostly LSD, is examined giving an opposing point of view. Some of the arguments cover the issues of potential chromosome damage, the ability to better understand oneself while using LSD, and the ability to love others. Tommy Roe narrates.

EVALUATION: The film attempts to present a balanced viewpoint concerning use of LSD; however, its bias against psychedelics is strongly evident and reduces the credibility of the film's statement that it expects viewers to make up their own minds. The scripted conversations seem unnatural and staged. Some of the arguments are preachy and condescending, in particular those in which the parents and the psychologist give their opinions.

Categorizing marijuana as a hallucinogen, without qualification, is questionable. While marijuana at unusually high doses or potency can be considered hallucinogenic, it is not realistic to label as psychedelic the marijuana usually found and used in this country. The figures which describe LSD's potency are misleading. Saying LSD is 300 times as potent as marijuana ignores any references to dosage or to the type of marijuana being compared. Another figure, which states that 200 micrograms of LSD is enough for an eight- to twelve-hour adult trip, or more than enough for a trip for two to four teen-agers, ignores the fact that a drug's effects vary greatly from one individual to another and are highly dependent on set and setting of the user. Showing samples of psychedelics is not too meaningful since none of these is legally available to the public and, therefore, it is unlikely that the substances will be found often in the form shown. Further, no mention is made of the adulterated LSD which is what's usually available on the street.

MARIJUANA

SYNOPSIS: Both sides of some arguments often used for smoking marijuana are explored in four situations in which teen-agers face peer pressure. Different refusals are given. One girl says using marijuana won't get rid of her problems. A young black boy says he can't be sure marijuana won't encourage him to use other drugs. Another says besides being illegal, marijuana may contain unknown dangers. Tommy Roe narrates.

EVALUATION: A strong point of this film is that it is one of few to deal with the problems of peer pressure and conformity to use drugs. Its greatest potential is as a discussion starter; one panelist feels it could be used successfully this way even for college ages. The attractive people protrayed in the various situations make the film interesting, although the obviously staged, artificial conversations reduce the film's credibility.

An underlying concept in the film says that most people use marijuana mainly to escape or as a "cop out." This concept prevents the film's discussing marijuana as a drug believed by some to enhance awareness. Avoiding this view probably reduces the film's validity with many young people. Another weakness is the significance which the narrator places on the unknown dangers of marijuana. Saying that it took centuries to find out the harmful effects of alcohol and implying that this may happen with marijuana since it has been popular "only since 1962" ignores the extensive research now available on marijuana.

UPPERS

SYNOPSIS: The film explores reasons why amphetamines are used and presents some social, physical and psychological outcomes from amphetamine abuse. An athlete, a student, and a group of teen-agers who want to get high illustrate some of the reasons for which amphetamines are abused. Medical specialists discuss how amphetamine abuse causes physical and mental damage and present findings from recent research. Greg Morris is the narrator.

EVALUATION: The film presents some valid arguments against the abuse of amphetamines; however, some weaknesses are noted. The information does not distinguish adequately between use and abuse of amphetamines. For example, a physician who says that he personally never prescribes amphetamines to his patients is condoned by the narrator because "new research proves that excessive use causes permanent physical damage." This lack of distinction incorrectly implies that the effects of amphetamine use and abuse are identical and that no valid medical use for amphetamines exists. The film presents as fact information that amphetamine abuse can cause death of brain cells. These findings from recent research are controversial at this point and should be qualified as opinions or as partial knowledge. The estimate that one-half of all legally manufactured amphetamines are eventually sold by illegal pushers cannot be substantiated and probably is exaggerated. The film misses an opportunity here to tie in a warning that since amphetamines are easily produced illegally, amphetamines sold on the street may contain unknown ingredients and, therefore, are potentially dangerous. The statement that speed can be any of several drugs such as Benzedrine, Dexedrine or Methedrine might be more meaningful to potential users if it is clarified that these are brand names of three types of amphetamines.

†FROM RUNAWAY TO HIPPIE

Year: *1967*

Audience: *Jr., sr. high, parents*

Producer: *Cinema Verite for NBC News*

Source: *Film Distributors International, 221 S. Olive St., Los Angeles, Calif. 90007*

Rental: *$ 14.00*

Purchase: *$185.00*

Details: *18 minutes, color with black/white segments, 16 mm., sound*

SYNOPSIS: This documentary about the Hippie movement was originally shown in three segments on NBC television's "Huntley-Brinkley Report." It follows several teen-age boys from a glue-sniffing party in their hometown to the Haight-Ashbury section of San Francisco where they find marijuana and LSD. The film depicts a love-in, a Hippie wedding, Hippie dwellings, and curious tourists. The film also views communal farms inhabited by "runaways." The narration discusses the impact of Hippie culture on American society.

Portions of the glue-sniffing scenes are identical to scenes in the film "Hello America."

EVALUATION: The film contains inaccurate, overgeneralized information. It presents a distorted picture of the Hippie movement. It includes erroneous statements as well as misleading implications. The narration says that a Hippie is a dope dealer. Glue sniffing leads to "blindness, paralysis, severe impairment and death." Communal living is equated with hepatitis and venereal disease. A sociological relationship is drawn between taking dope and protesting.

The film present little analytical information on drugs or effects. It is more of an editorial vehicle.

EVALUATION: The film's strength lies in its attempt to deal with the often unexpressed motivation behind drug use. The film is attractive, technically well-done and backed up with entertaining music. It will be best utilized to stimulate discussion among teen-agers. The young people give honest statements which reflect varying viewpoints of drug use. The film includes a good confrontation between a drug user and a non-user.

At times the film lacks credibility because some encounters are too staged and result in predawn conclusions. The discussions in the film do not convincingly support the change in attitudes which most of the youth express at the end of the film. In particular, several of the teen-agers who are drug users decide either to stop using drugs or to at least question their use of drugs; they are convinced by arguments that to the viewer aren't convincing. One young person, whose pro-drug position is not altered, says his problems are too serious to stop taking drugs, implying that those who continue to use drugs have psychological problems.

The film cannot be faulted on a scientific ground since it is based on the beliefs and opinions of young people regarding drug use rather than facts about drugs and their effects. However, the presentation of personal experiences of drug effects, as related in the film, might incorrectly suggest a universal reaction to drug use without taking into consideration such factors as dosage, personal variabilities and length of time of use.

*GROOVING

Year: *1970*

Audience: *Intermediate, jr. and sr. high; suburban*

Producer: *Benchmark Films, Inc. for the New York State Narcotic Addiction Control Commission*

Source: *Benchmark Films, Inc., 145 Scarborough Rd., Briarcliff Manor, N.Y. 10510*

Rental: *$ 40.00*

Purchase: *$390.00*

Details: *31 minutes, color, 16 mm., sound*

SYNOPSIS: A group of teen-agers is filmed over a period of several days of confrontations and discussions on drug use. Comprised of drug users, non-users, and ex-users, the group talks about reasons for trying various drugs and individual experiences with drugs. The informal sessions provide a setting for examining the motivations—some apparent, some hidden—for drug experimentation. The discussions proceed to other aspects of drug use: boredom with one drug which may lead to trying another drug; the lack of motivation for performing school work which might accompany drug use; the ability, or lack of it, to control drug experimentation and to stop when one chooses. The film ends with comments by individuals about how their attitudes have or have not changed since the beginning of the filmed discussion. None of the teen-agers is a professional actor; the film has no set script.

†THE HANG-UP

Year: *1968*

Audience: *Military*

Producer: *United States Air Force*

Source: *Rental: Air Force (AVVUTL), Norton Air Force Base, Calif. 92409*

Purchase: National Audiovisual Center (GSA), Washington, D.C. 20409

Rental: *Free*

Purchase: *$119.00*

Details: *32 minutes, color, 16 mm., sound*

SYNOPSIS: The film dramatizes three fictional situations which involve the effects of drug abuse. A hospitalized serviceman dies from wounds apparently self-inflicted while under the effects of drugs. Another tries to persuade his girlfriend to try marijuana and LSD with him; he later experiences flashbacks from LSD. A lieutenant uses amphetamines to cope with job pressures. The film illustrates

how a serviceman's career can be permanently damaged because of a narcotics conviction.

Stan Musial narrates portions of the film. Professional actors are used.

EVALUATION: The contrived situations presented in the film are exaggerated to the point of presenting inaccurate portrayals of drug situations. The film implies that marijuana is always used only as a crutch. The simulations of marijuana effects are overdramatized. Portrayals of the pusher, the marijuana party and the LSD trip are theatrical. There is an over-emphasis of the frequency of recurring bad trips.

Because of the film's unrealistic tone, it has questionable educational value.

*HELP

Year: *1970*

Audience: *Jr., sr. high, college, adult; program planners, social workers, staff of treatment programs, student health service centers*

Producer: *Concept Films*

Source: *Concept Films, Suite 312, 1155 15th St., N.W., Washington, D.C. 20005, (202) 223-9490*

Rental: *Not available*

Purchase: *$265.00*

Details: *25-½ minutes, color, 16 mm., sound; television rights available from producer*

SYNOPSIS: Live scenes filmed at a hot line – crisis center in Philadelphia portray the staff in action as they offer telephone counseling, give medical examinations and trace potential suicide calls. The film covers an assortment of problems which inevitably arise with such centers including funding, the drug-use policy of staff, crank calls and returning runaways to parents.

EVALUATION: The film has many valuable uses. It successfully illustrates the role of volunteers in a drug program and shows the value of establishing a place where young people can receive important services. It can also stimulate action when shown to parents, organizations or foundations as an example of a good program model. It is also a good counter-culture film.

The film is authentic, practical, full of action and uses excellent cinematic techniques.

HERE'S HELP

Year: *1970*

Audience: *Jr. and sr. high, college, adult; all economic classes*

Producer: *Office of Communications, NIMH*

Source: *National Audiovisual Center (GSA), Washington, D.C. 20409*

Rental: *Free*

Purchase: *$115.50*

Details: *28 minutes, color, 16 mm., sound*

SYNOPSIS: Comments from several drug addicts and parents reveal the sense of frustration that exists when addicts need help and don't know where to find it. The film focuses on the success of a variety of rehabilitation and treatment approaches, including the Federal Narcotic Addict Rehabilitation Act (NARA) Center at Lexington, Kentucky; Teen Challenge which is a religious approach; the Samaritan Halfway Society which uses "encounter" therapy; a methadone program in New Orleans; and the Illinois Drug Abuse Program which offers a variety of rehabilitation methods. The film states that no one approach seems to work for all addicts and that help for the drug addict is available, in more than one form.

EVALUATION: This film presents a good overview of the variety of methods and facilities which exist for addiction rehabilitation. Its message is a positive one—that help is available. It is useful as an information tool. The racial mixture of subjects interviewed testifies that drug addiction is a problem for everyone. The film is noteworthy because it presents addiction as a social sickness which can be cured. It also shows that a variety of successful approaches to addiction exists.

However, by showing many examples of "success" stories involving rehabilitated drug addicts, there is the danger that viewers will falsely believe that treatment for addicts is easily obtainable. The film would more accurately inform the public if it noted how difficult it is for many addicts to get into the programs and also to receive adequate follow-up care once they've left the programs.

Some of the narrative information could be expanded to present a more accurate portrayal of methadone use. The film implies that methadone has proved effective without referring to questions or objections which are often raised in association with methadone. A more complete explanation of how and why methadone has been successful in some programs is needed. More emphasis on the necessary precautions involved in dispensing methadone, and a discussion of other methods of treatment (such as narcotic antagonists) would strengthen the film.

HIDE AND SEEK

Year: *1966*

Audience: *Jr., sr. high, college, adult; inner city*

Producer: *Center for Mass Communications, Columbia University*

Source: *Univ., 562 W. 113th St., New York, N.Y. 10025*

Rental: *$ 16.80*

Purchase: *$168.00*

Details: *14 minutes, color, 16 mm., sound*

SYNOPSIS: Carl, a teen-ager in New York City, tries heroin on a dare and becomes addicted. Alienated from his father and friends, he wanders around the ghetto, aware that he is "lousing up" his life but unable to help himself. Carl's first-person story is related by a narrator.

EVALUATION: Carl is an attractive boy with whom young people can probably identify. The film's photography and background music add a poetic quality to the story and evoke sympathy for Carl's plight. However, the impact of his situation is lessened because the story is sketchy. The viewer learns little about Carl. His relationship with his father is mysterious, and not much is known about Carl before he became an addict. Also, Carl's life as an addict really doesn't seem so terrible. The film is too long; it contains little action and the pace drags. The overall impression is one of triteness and sentimentality.

The film is generally accurate although it includes several questionable references. Carl's prior use of marijuana implies that marijuana users usually end up on heroin. Several statements overemphasize a hopelessness about heroin addiction and imply that addicts can never be cured or that addiction leads only to death, such as: "He was hooked in Vietnam and came home to die." "Nobody beats it. You really can't beat it." "I never knew I could get hooked on one shot." The film blames Carl's addiction on the drug itself rather than on his personality or his environment. The mainlining scene is unrealistic and contrived.

THE HIPPIE TEMPTATION

Year: *1967*

Audience: *Sr. high, college, adult; suburban*

Producer: *Columbia Broadcasting System*

Source: *McGraw-Hill Films, Hightstown, N.J. 08520*

Rental: *$ 40.00*

Purchase: *$610.00*

Details: *In 2 parts, 51 minutes, color, 16 mm., sound*

SYNOPSIS: Harry Reasoner of CBS visits the Hippie haven in San Francisco's Haight-Ashbury district to find out "who and what" the Hippies are, how they dress, where and how they live, and why they choose their life style. Reasoner examines the Hippie behavior patterns and explores the role of drugs in their subculture. He interviews medical authorities who have worked with drug users, members of the rock group, The Grateful Dead, two teen-agers brought to the McAuley Neuro-Psychiatric Institute after using LSD, and their mothers. The film weighs the positive and negative sides of the Hippie life, but Reasoner concludes that their behavior is "style without content." He calls the Hippie life childish because they criticize society without working actively towards change.

EVALUATION: The film is an interesting, entertaining account of a way of life that, for the most part, has now changed. The photography, music and interviews with the Hippies give a first-hand account of their living style. The film is dated since Haight-Ashbury no longer exists as a Hippie center.

Reasoner's comments, which are essentially a "put-down" of the Hippies, reveal a lack of true understanding of them and an inability to break away from the "adult, establishment" viewpoint. Because of this bias the film will do nothing to enhance an understanding of the Hippie motivations; it will probably reinforce feelings of fear or dislike for the Hippies on the part of older people. If the film is presented as a portrayal of the Hippie scene as it was in 1967, and if the narration is presented as an interpretation of that scene, the film has potential use.

The film tends to uncritically blame "drugs" for adolescent problems and for the Hippie style in general. It also tends to equate LSD use with the Hippies, ignoring the fact that many LSD users are not Hippies, or that Hippies do not necessarily use LSD.

The film is accurate; however, many of the opinions voiced are presented as fact. This is particularly true of the comments of the medical authorities who theorize why people turn to drugs and how drug use may hinder psychological growth. Opinions such as "Acid users have difficulty with love," "There is a universal danger that normal young people will turn into cripples," and "Drugs hold the Hippie subculture together," when stated by "authorities" are often heard as facts. Some of the physicians' comments are overgeneralized. The references to electroencephalogram patterns revealing brain damage imply that this is an accepted medical theory. Since conflicting data exists, the statement should be qualified.

†HOOKED

Year: *1966*

Audience: *Jr., sr. high*

Producer: *Churchill Films*

Source: *Churchill Films, 662 N. Robertson Blvd., Los Angeles, Calif. 90069*

Rental: *Contact Churchill Films*

Purchase: *$125.00*

Details: *20 minutes, black/white, 16 mm., sound*

SYNOPSIS: Former addicts who have been off drugs from three to 24 months relate how they became involved with drugs, how their drug experiences affected them and their families, how and why they stopped using drugs. The youths, who are of mixed social and racial backgrounds, are filmed in various situations. Most of the conversations revolve around heroin use, although other drugs are mentioned. There is no dialogue between the participants and no narration.

EVALUATION: The information is based on individual experiences, which, presented uncritically, create inaccurate impressions about drug effects. References to "starting on marijuana" imply that heroin use inevitably results from marijuana use. The term "hooked" as a title is inappropriate for a film in which marijuana is discussed since the term implies addiction. Some anecdotes have an unclear relationship to the entire discussions, such as a reference to heart pills and a mention of using phenobarbitals to commit suicide.

The underlying message "I never thought it would happen to me" is valid; however, the overall information is stereotyped and does not present a balanced picture of drug use.

* I THINK

Year: *1970*

Audience: *Primary, intermediate (Designed for primary, intermediate and jr. high, but suitable for sr. high, college and adults); suburban*

Producer: *Gene Feldman — Wombat Productions, Inc.*

Source: *Wombat Productions, Inc., 87 Main St., Hastings-on-Hudson, N.Y. 10706, (914) 478-0013*

Rental: *$22.00, $30.00 and $45.00 for one day, three days, and one week respectively*

Purchase: *$230.00*

Details: *19 minutes, color, 16 mm., sound; television rights available from producer*

SYNOPSIS: Through Linda's story, the film reviews the influencing forces which help determine a young child's attitudes and behavior, including advertising, expectations of parents, school and friends and most important, expectations of self. Without help from her mother, and knowing how her friends feel, ten-year-old Linda is forced to make an uncomfortable choice which requires asking herself, "What do *I* think?" Drugs are not mentioned; this is a "drug film" in the broad context of how people's attitudes about themselves and others determine their actions.

EVALUATION: This is a beautiful, delicately sensitive film. Linda's conflict, which is believable because it is so "everyday" and not highly dramatic, is captured with a great deal of sensitivity. Several special filming touches add to the story's poignancy, such as the lack of dialogue for the film's ending.

Although drugs are not mentioned, the story capitalizes on issues which are highly relevant to drug use. (One reviewer calls it one of the most pertinent films ever viewed.) In spite of strong peer pressure and probably her own wish to do otherwise, Linda makes an ethical decision based on her awareness of someone else's feelings. Follow-up discussions can touch on a variety of other themes, including the issue of keeping promises, deciding priorities in meeting expectations of others, and becoming aware of how others are affected by one's decisions.

IT TAKES A LOT OF HELP

Year: *1970*

Audience: *Sr. high, college, adult; community action groups, small town or suburban in particular*

Producer: *Kemper Insurance Group with the cooperation of the National Coordinating Council on Drug Education*

Source: *Rental: Modern Talking Picture Service, Inc., 1212 Avenue of the Americas, New York, N.Y. 10036, or regional offices;*

Purchase: Advertising Dept., Kemper Insurance, 4750 N. Sheridan Rd., Chicago, Ill. 60640

Rental: *Free*

Purchase: *$65.00*

Details: *27 minutes, color, 16 mm., sound; cleared for television*

SYNOPSIS: The documentary illustrates the dynamics of an interdisciplinary committee organized to take positive action against a local drug problem. The community, Cedar Rapids, Iowa, and the members of the drug committee are profiled. The film also identifies a variety of drug programs in other cities, including a group therapy session in Chicago, a hot line service in Boston, a sensitivity session in Tucson and a crisis center in San Diego.

EVALUATION: The film is designed to illustrate some approaches which communities can take to drug education or treatment. It is not intended to educate about drugs. By using actual community people in authentic situations, the film provides identification models for many adults who are interested in the problem and don't know how to channel their interests. Most panelists feel a strong point is the film's inclusion of a variety of approaches to the drug problem, although one feels it would be more valuable to present fewer approaches in greater depth. Another strength is the portrayal of an actual cooperative community approach.

Panelists feel that the narration could better describe the purposes behind some of the treatment approaches. As they stand, some of the scenes may be more confusing than enlightening to naive audiences.

†LSD

Year: *1967*

Audience: *Military*

Producer: *Bureau of Medicine and Surgery, U.S. Navy*

Source: *Rental: Medical Film Library, Naval Medical School, National Naval Medical Center, Bethesda, Md. 20014;*

Purchase: National Audiovisual Center (GSA), Washington, D.C. 20409

Rental: *Free*

Purchase: *$94.50 and $148.75*

Details: *In 2 versions, 28 and 37 minutes, color, 16 mm., sound*

SYNOPSIS: Lieutenant Commander Walter Minor, a Navy physician, lectures about LSD's discovery, its effective dose, how it works in the human body, its physical and mental effects, and why the Navy is concerned that its personnel might use it.

EVALUATION: The lecturer in the film says he intends to be unemotional and present only documented facts, but his information contains inaccurate statements, partially true statements and overgeneralizations. The lecture presents scientific theories about the way LSD acts on the mind and body as though they are facts. Rare reactions to LSD use are presented as common occurrences. The film states that LSD causes a rapid, complete break with reality. It defines a trip as "nothing more or less than a period of insanity." The film equates differences in electroencephalograph readings before and after a subject uses LSD with brain damage.

The information assumes that changes in chromosomes in white blood cells will result in abnormal children; this assumption is not valid since no direct or conclusive link has yet been proven either between LSD use and mutated genes, or between changed chromosomes and hereditary defects. The information over-emphasizes flashbacks; it suggests that anyone who takes LSD can never be reliable because of a vulnerability to flashbacks.

The discussion does give good emphasis to the importance of set and setting in determining effects of LSD.

†LSD: INSIGHT OR INSANITY

Year: *1968*

Audience: *Jr., sr. high, college, adult*

Producer: *Max Miller/Avanti Films, Inc.*

Source: *BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404*

Rental: *$ 25.00*

Purchase: *$300.00*

Details: *Revised version, 28 minutes, color, 16 mm., sound*

SYNOPSIS: A review of teen-age fads opens the film, moving from goldfish swallowing to gang fighting and on to experimenting with drugs. Eight physicians and a pharmacist, all involved in LSD research, present their views. They agree that LSD use, outside of a medical setting, is potentially dangerous and can lead to serious and perhaps permanent brain damage and personality destruction. LSD can also produce, they say, serious chromosomal damage in users. Illustrations of fetal damage in hamsters and human chromosomes affected by LSD are presented.

EVALUATION: The film draws on rare, infrequent and experimental results as a basis to predict what will happen when humans use LSD. It overgeneralizes and does not recognize important factors such as dose, frequency and pattern of use, or species.

Using statements as "some doctors believe" and including testimony of actual medical doctors adds supportive authority to some controversial issues concerning LSD which are presented as though they are proven facts. Terming a bad trip "instant insanity" or "often a never, never land of no return" and stating that "many LSD users lose all contact with reality" misleadingly imply that these are frequent experiences.

The information on genetic damage resulting from LSD is confusing. Clear distinction is not drawn between teratogenesis and mutagenesis. Chromosome damage in white blood cells is inaccurately equated with transmission of traits from one generation to another. The information on LSD damage to chromosomes and resulting birth deformities is presented as fact. Because much is unknown about LSD, in particular whether or not it causes chromosomal damage and whether damaged chromosomes result in birth defects, the information in the film needs qualification.

LSD: LETTVIN VS. LEARY

Year: *1967*

Audience: *Sr. high, college, adult*

Producer: *National Educational Television*

Source: *Audiovisual Center, Indiana Univ., Bloomington, Ind. 47401*

Rental: *$ 11.25*

Purchase: *$210.00*

Details: *In 2 parts, 51 minutes, black/white, 16 mm., sound*

SYNOPSIS: Timothy Leary, a former Harvard psychologist known for advocating LSD use, expounds the doctrine of his *League for Spiritual Discovery* before a student audience at the Massachusetts Institute of Technology in Part I. MIT professor Jerome Lettvin, M.D., replies in Part II. Sitting in front of a flickering candle with film clips behind him simulating an LSD trip, Leary advances his "turn on,

tune in, drop out" theory saying that man has been narcotized by convention and needs an "antidotal sacrament." He agrees that LSD involves a risk; everything "worthwhile" does, but, he adds, no substantive evidence exists which says LSD causes damage. Leary also advocates the legalization of marijuana. Lettvin agrees that marijuana laws are irrational, but says LSD and other psychedelic drugs offer no guarantee of safety and should not be legalized or used freely. He compares the LSD experience to the temporal lobe syndrome which characterizes axmurderers and epileptics. To Lettvin, the glories of LSD are not worth the gamble.

EVALUATION: This confrontation over LSD is unique because of the intelligence and credibility of both debaters. Their rhetoric is at times stronger than their logic, however, and few questions are actually resolved. Lettvin and Leary are both entertaining even though they occupy the stage alone, but the film is too long. It should be viewed in historical perspective since Leary's influence as an active proponent of LSD has declined since 1967. The film's language and reasoning require a sophisticated audience for full appreciation. The film's mechanical quality is only fair; at times it is difficult to hear.

The film cannot be faulted scientifically since it presents two opposing, individual viewpoints and does not attempt to present balanced information on drugs as much as it does philosophy.

LSD: THE SPRING GROVE EXPERIMENT

Year: *1966*

Audience: *Sr. high, college, adult; special groups such as psychology and mental health classes*

Producer: *CBS News*

Source: *McGraw-Hill Films, Highstown, N.J. 08520*

Rental: *$ 25.00*

Purchase: *$275.00*

Details: *In 2 parts, 54 minutes, black/white, 16 mm., sound*

SYNOPSIS: This CBS documentary film records a highly controlled experiment at the Spring Grove State Hospital in Baltimore, Maryland involving two patients in LSD-assisted psychotherapy. The two patients, a 48-year-old housewife who suffered a paranoid breakdown and a 33-year-old alcoholic, are observed as they undergo testing and preparation for their LSD psychotherapeutic treatment. During the actual LSD sessions, the patients reveal the intense emotional strains brought on by direct confrontations with their fears and conflicts. The patients are interviewed immediately after treatment, and their progress is assessed six months later. The narration and comments from medical authorities suggest that LSD has potential for positive applications but that more clinical research is needed.

EVALUATION: The film presents an objective, well-documented account of a therapeutic use of LSD. It is informative as well as moving. The interjected comments from the medical authorities convey a respect for the power of the drug and distinguish between its use in a supervised setting such as these experiments, and in an uncontrolled situation. The film can be successfully shown to a variety of audiences, particularly if a knowledgeable leader can provide guidelines.

The film would provide more balanced information if it emphasized more fully that it was not the LSD in itself which promoted the cures of the two patients, but LSD used with highly skilled therapy and in a very controlled situation. Including therapy cases involving LSD which were not successful would be meaningful.

†LSD: TRIP OR TRAP!

Year: *1968*

Audience: *Jr., sr. high*

Producer: *Sid Davis Productions*

Source: *Sid Davis Productions, 1046 S. Robertson Blvd., Los Angeles, Calif. 90035*

Rental: *Not available*

Purchase: *$120.00 for black/white; $240.00 for color*

Details: *20 minutes, black/white or color, 16 mm., sound*

SYNOPSIS: Bob and Chuck, teen-age friends, disagree over whether or not to try LSD. Chuck uses LSD with other friends and persuades his girl friend to join him. Bob seeks the facts about LSD by reading newspaper articles, by visiting hospitals and police stations and by talking to other young people. He decides to write Chuck a letter warning of LSD's dangers since he cannot convince his friend in person. On his way to mail the letter, Bob comes on an automobile accident which has involved Chuck fatally.

The story is interspersed with narrative giving information about LSD.

EVALUATION: The exaggerated portrayals of LSD effects present an unrealistic picture of those who use LSD and the dangers involved. The story line is overdramatic: a teen-ager who is beginning to experiment with LSD is involved in a fatal car accident with the implication that the accident was caused by his use of LSD. LSD users are unrealistically described as "listless, indifferent, decaying and wasting away." The film inaccurately implies that flashbacks occur frequently and that there is no cure for a bad trip. The film

mistakenly says the reason LSD is not legitimately manufactured in the United States is because the substance is "so dangerous." Photographs of deformed infants misleadingly imply that all of the deformities are caused by LSD use. The term "lysergic acid diethylamide" is mispronounced throughout the narration.

†LSD: TRIP TO WHERE

Year: *1968*
Audience: *Sr. high, college*
Producer: *WABC-TV, New York*
Source: *McGraw-Hill Films, Hightstown, N.J. 08520*
Rental: *$ 16.00*
Purchase: *$325.00*
Details: *25 minutes, color, 16 mm., sound*

SYNOPSIS: The film begins with a simulation of LSD effects as experienced by the producer and narrator. Commentaries from authorities and from people familiar with LSD deal with controversial issues. The comments include LSD's effect on personality changes and on creativity, its possible relationship to mental disturbances and dangers to chromosome abnormality. Members of Daytop Village, a therapeutic community for drug addicts, discuss motivations for taking drugs and experiences with LSD or with people who used LSD. An actor, his face disfigured, describes how he set himself on fire while under the influence of LSD. The film concludes with the acknowledgement that LSD can produce "good" and "bad" trips, but that the dangers do not justify the risks.

EVALUATION: The film contains inaccurate data. The discussion of LSD effects on chromosomes dates the film, since it implies that the occurrence of adverse genetic effects is an established and accepted fact. In view of more recent research which has failed to confirm a direct link between LSD use and chromosome damage, the references to genetic dangers and LSD use needs further qualification. References to unusual and rare reactions to LSD—such as psychotic reactions "weeks and months" after ingestion, and murders and suicides attributed to LSD—without qualifying the frequency of these occurrences, put an unrealistic perspective on the dangers of LSD. The statement that "scientists agree" that acid trips are not worth taking, implies an uncritical endorsement against LSD by the scientific community.

LSD-25

Year: *1967*
Audience: *Jr., sr. high, college, adult*
Producer: *Professional Arts, Inc.*
Source: *Professional Arts, Inc., P.O. Box 8484, Universal City, Calif. 91608*
Rental: *$27.50/three days plus postage*
Purchase: *$275.00*
Details: *27 minutes, color, 16 mm., sound*

SYNOPSIS: The chemical compound LSD-25 is given a voice to tell its own story. The film emphasizes the drug's unpredictability and unknown properties. The character "LSD" discusses potential dangers from use of illegally purchased drugs, from bad trips, from possible chromosomal damage, from self-injury while under the drug's influence and from recurring effects. LSD concludes that reactions to its use depend not on LSD's chemistry but on the user's chemistry.

EVALUATION: The film convincingly emphasizes LSD's potential dangers. It admits that much is unknown abou. how LSD works. The film is fast-moving, interesting and likely to hold viewers' attention.

The film in general is accurate; however, it includes some questionable statements and implications. Several statements report rare reactions to LSD and incorrectly imply that these are common occurrences: "Hallucinations occur at any time up to a year." "The ultimate destination for an LSD user can be suicide." "LSD is so perplexingly horrible." The narration does not point out that the effects of LSD are highly dependent on dosage, as evidenced by its statement that LSD is the "most powerful drug ever known." References to possible birth defects from chromosomal damage are overstated since data concerning chromosomal breaks and birth defects is still inconclusive.

THE MAD CHEMIST

Year: *1969*
Audience: *Intermediate, jr. high*
Producer: *Professional Arts, Inc.*
Source: *Professional Arts, Inc., P.O. Box 8484, Universal City, Calif. 91608*
Rental: *$13.50/three days plus postage*
Purchase: *$135.00*
Details: *10 minutes, color, 16 mm., sound*

SYNOPSIS: The chemist in this comic satire sets out to discover which drugs will provide the ultimate happiness. He tests amphetamines, barbiturates, marijuana and LSD on his invented monster, Eugene, whom he wires to a "happiness index machine." Eugene's reactions, as recorded on the machine, lead the chemist to realize that there is no ultimate "kick" in drugs.

EVALUATION: The comic style of the film can be effectively used with young audiences, although some might question the suitability of a humorous approach to a subject as serious as drug abuse. Such an approach can convey an important message about drugs if followed with discussions which present more factual information than the film presents. For example, the film discusses only one drug "effect"—an unhappy, negative effect—without talking about the variables of dosage, the user and the conditions of use.

The film's narration, music and characters are entertaining and likely to hold the viewers' attention. It should be pointed out to young audiences before viewing that the film's tone is deliberately light.

The film cannot be faulted on scientific grounds since it does not convey factual information on drugs. The message, "Drugs don't lead to happiness," is presented without portraying actual drug effects on the human body.

MARIJUANA

Year: *1968*

Audience: *Jr., sr. high*

Producer: *Max Miller/Avanti Films, Inc.*

Source: *BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404*

Rental: *$ 25.00*

Purchase: *$350.00*

Details: *34 minutes, color, 16 mm., sound*

SYNOPSIS: The film presents arguments for and against smoking marijuana and then advises individuals to make their own decisions. Sonny Bono, of the folk group Sonny and Cher, narrates the discussion against the setting of a "pot" party which is interrupted by the police. As the teen-agers are led away by the authorities, they shout out justifications for legalization and use of marijuana. Each of the arguments is then individually examined in Bono's discussion.

EVALUATION: In the film's presentation of pro and con positions on marijuana use, the negative comments outweigh the reasons presented in favor of marijuana and the debate is not objective as the narration states. Exaggerated portrayals of the effects of marijuana and an emphasis on violence, which tends to associate marijuana with crime, lessen the film's credibility. Use of young people in the film, a personality like Bono, and the background music make the film entertaining. The film can be used most effectively as a springboard for discussions.

The film presents some questionable portrayals of drug effects. The marijuana-produced hallucination depicted is unfair, and probably inaccurate, since marijuana does not produce such hallucinations except at extremely high and seldom-used dosages. The film's exaggerated use of violence and aggression incorrectly implies that marijuana use leads to violence. The staged interviews in the women's prison and the men's rehabilitation center create the impression that marijuana leads to heroin, although Bono says in his narration that this is not necessarily true.

If the film is trying to present an objective, factual account, it should portray more typical reactions of typical users of marijuana.

* MARIJUANA

Year: *1969*

Audience: *Jr., sr. high, college, adult; all economic classes*

Producer: *CBS News*

Source: *Carousel Films, Inc., 1501 Broadway, New York, N.Y. 10036*

Rental: *Approx. $25.00*

Purchase: *$275.00*

Details: *52 minutes, black/white, 16 mm., sound*

SYNOPSIS: This CBS documentary surveys the controversy over the social and legal aspects of marijuana use. Interviews with drug users, judges, clergymen, medical authorities, policemen, and legislators present a spectrum of opinions about marijuana's use, its possible harmfulness or harmlessness, its effect on the user's creative powers, and legal consequences of its use. CBS concludes that to them marijuana has not been proven to be any more harmful than alcohol or tobacco. They deny that its use can stimulate creativity. They do not condone its use; however, they agree that the legal penalties are too stringent in proportion to any potential danger of the drug. Mike Wallace narrates.

EVALUATION: The objective, broad-based survey, which includes comments from those who argue for and against marijuana use, makes this film credible. Those interviewed are articulate and present a good overview because they represent different age groups, disciplines, and varying degrees of political philosophies, although the most liberal views expressed are fairly moderate. The film is professionally produced and entertaining. It contains a useful historical review of marijuana use and the U.S. laws which govern its use. The information is accurate and well-balanced. Good emphasis is given to the lack of knowledge of *Cannabis.*

Certain references in the film are misleading because they imply that marijuana users "move on" to heroin. This implication is presented in the interview with Phoenix House residents; the comments are related without comment or qualification.

MARIJUANA: THE GREAT ESCAPE

Year: *1970*

Audience: *Jr., sr. high*

Producer: *J. Gary Mitchell*

Source: *BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404*

Rental: *$ 15.00*

Purchase: *$265.00*

Details: *20¼ minutes, color, 16 mm., sound*

SYNOPSIS: George Willis is a teen-ager interested in drag racing. He ignores the advice of someone he admires, a top professional racer, and experiments with marijuana. After his girl friend is persuaded by George to try it, she is injured in a car accident and can't attend George's important race. George appears confident of winning, but the final scene involves him in a serious racing crash.

The film uses professional actors.

EVALUATION: The film's photography, credible characters and settings, and background music give it a professional quality. It is an entertaining film to view. The emphasis on the disastrous automobile accidents, however, lowers the film's credibility and makes the story unrealistic. The emphasis on the accidents seems to say "Don't smoke marijuana before driving," although it is unlikely that this is intended to be the film's central message. The film implies that marijuana users only smoke for an "escape," and that they are irresponsible and lazy. This adds to the film's lack of credibility.

Because the story and characters provide a basis of identity for many young people, the film has potential for provoking valuable discussions.

The film places a good emphasis on the variety of personal responses to marijuana use and on the various strengths of marijuana. However, the narration and the story-line give some false impressions about drug effects. For example, the car accidents appear to be the direct results of smoking marijuana, although it is unclear how much time had passed between George's last experience with marijuana and his racing accident. Car accidents resulting from marijuana use are not frequent occurrences; the film's emphasis on the accidents maes the story overly dramatic. Statements are made in the film which are overgeneralizations about marijuana users: "Pot smokers feel compelled to turn others on," "Pot heads have one thing in common—work is a drag," and "You are not in control when smoking marijuana."

†NARCOTICS: THE INSIDE STORY

Year: *1967*

Audience: *Jr. high*

Producer: *Charles Cahill and Associates, Inc.*

Source: *Aims Instructional Media Services, Inc., P.O. Box 1010, Hollywood, Calif. 90028*

Rental: *$20.00*

Purchase: *$150.00*

Details: *12 minutes, color, 16 mm., sound; Spanish version available*

SYNOPSIS: The film discusses positive applications of drugs when administered for medical purposes and potential dangers involved when drugs are abused. Clinical scenes showing animal experiments and physicians at work in laboratories illustrate how experimenting with drugs can seriously upset the central nervous system. The drugs discussed include LSD, marijuana, narcotics, sedatives and tranquilizers.

EVALUATION: The information is over-simplified and misleading. The narration says, without qualification, that marijuana leads to a desire to experiment with other drugs. Marijuana is inaccurately called "so unpredictable" that medical doctors can not prescribe it. The narration says LSD causes permanent brain damage; this has not been medically substantiated. Oversimplified statements such as "Some drugs are dangerous drugs" and "depressants cause muscle weakness" have questionable educational value. The title is inappropriate since the subject matter is not limited to narcotics.

†NARCOTICS: PIT OF DESPAIR

Year: *1967*

Audience: *Jr., sr. high*

Producer: *Film Distributors International*

Source: *Rental: Association Films, Inc., 600 Madison Ave., New York, N.Y. 10022;*

Purchase: Film Distributors International, 2221 S. Olive St., Los Angeles, Calif. 90007

Rental: *$ 17.50*

Purchase: *$275.00*

Details: *28 minutes, color, 16 mm., sound*

SYNOPSIS: The film relates the story of John, a teen-ager from a middle-class home, who uses amphetamines to help him cope with pressures of growing up. An old friend who now sells drugs introduces John to marijuana and then to heroin. John becomes addicted to heroin and experiences withdrawal symptoms when his friend no longer supplies the substance free. While trying to support his habit, John gets arrested; a court allows him to enter a Federal hospital for addicts where he is cured.

EVALUATION: The film contains misleading information. Much of the data implies that use of one drug leads to use of another. John's use of amphetamines, for example, indicates to the friend a vulnerability to other drugs. While high on beer, John is introduced to marijuana which, in turn, makes him "ready" for heroin.

The film incorrectly implies that marijuana acts like a narcotic. The title is inappropriate for a film which discusses marijuana to the extent this film does; the title reinforces the implication that marijuana is a narcotic. The narration incorrectly says marijuana produces long-lasting physiological changes in the body. The film unrealistically describes "one puff on a marijuana cigarette" which causes John to "surrender his dignity and lay his future on the line." John's immediate reaction to one puff is an inaccurate portrayal of marijuana smoking. The information on heroin is exaggerated and unrealistic. The pusher is stereotyped. The scenes showing heroin withdrawal are overdramatic.

The film contains an excellent demonstration of the preparation and injection of heroin.

†NARCOTICS—WHY NOT?

Year: *1968*

Audience: *Jr., sr. high*

Producer: *Charles Cahill and Associates, Inc.*

Source: *Aims Instructional Media Service, Inc., P.O. Box 1010, Hollywood, Calif. 90028*

Rental: *$ 20.00*

Purchase: *$185.00*

Details: *15 minutes, color, 16 mm., sound*

SYNOPSIS: Extemporaneous comments from teen-agers and young adults who are residents of the California Rehabilitation Center relate their experiences as narcotic addicts. They used drugs, they say, for "kicks," "association" and "curiosity." The comments emphasize the unpleasantness of the addict's life. Related scenes of drug-taking, drug effects and police arrests are interspersed with the comments.

EVALUATION: The information is confusing because many types of drugs are discussed without meaningful classifications or distinctions. The term "narcotics," as used in the film, inappropriately covers a discussion of pills and marijuana. The narration is not always matched with appropriate visual material; scenes of people smoking marijuana are accompanied by a discussion on heroin. The information concerning rehabilitation is negative; it implies that treatment is ineffectual and that most addicts will be "hooked for life until they die."

*A NICE KID LIKE YOU

Year: *1969*

Audience: *Sr. high (some), college, parents, teachers; professionals working with college students*

Producer: *Gene Lichtenstein for the Group for the Advancement of Psychiatry*

Source: *Extension Media Center, University of California, Berkeley, Calif. 94720*

Rental: *$ 17.50*

Purchase: *$250.00*

Details: *38 minutes, black/white, 16 mm., sound. Awarded a Blue Ribbon at the 1970 American Film Festival.*

SYNOPSIS: Students from two unidentified eastern colleges reveal their feelings about drugs, sex, parents, the education system and American society in general. This documentary film visits college classrooms, bull sessions in dormitories, and conversations between young people and parents in their homes. The young people express very personal feelings in an informal, unrehearsed style. One girl says she is bored with using marijuana and now wants to experience life without drugs. A boy wonders, with amusement, if his father might be proud of a son who makes a successful business deal in the illegal drug market. Another girl says she feels competitive with her mother. In the variety of subjects discussed, the film presents some current student opinions rather than one single viewpoint.

EVALUATION: The film's honest approach lets college youth speak without interpretation or comment. Their natural and spontaneous comments are fresh and informative, especially for adults who can seldom hear youth speak so frankly. The film gives valuable insight into the thoughts of some college students and should promote an understanding of their drug attitudes. It is not intended to

represent all college students; these students are probably above average in verbal facility, intelligence, affluence and liberal attitude. The film is well-edited.

The film cannot be faulted on scientific information. It presents drugs in the context of their use on the college campus rather than as substances with pharmacological effects. The film shows people who use or have used drugs and who continue to function and to have insight into the meaning of their "drug use" as well as other aspects of their living.

and as a vehicle of drug information, the film has potential for generating more panic than insight.

The dramatic situations in the story are unrealistic. It is rare that LSD or STP users require a "controlled environment indefinitely" solely because of their drug use as does the Mason daughter. Other unusual situations, considering that only two families are involved, include the neighbor's wife who is "destroying herself" on amphetamines and barbiturates, and her son, a pre-law honor student, who pushes drugs.

The film inaccurately states that no antidote exists for STP.

†THE PEOPLE NEXT DOOR

Year: *1969*

Audience: *Sr. high, college, adult*

Producer: *CBS*

Source: *BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404*

Rental: *$ 50.00*

Purchase: *$475.00*

Details: *79 minutes, black/white, 16 mm., sound. Note: This version differs slightly (in cast and story line) from the film shown in public movie theaters.*

SYNOPSIS: The story, originally presented as a "CBS Playhouse" drama, involves two middle-class families who are neighbors. When the daughter of the Mason family has a "bad trip" on LSD, the father blames his long-haired son and evicts him from the house. The Masons ask their neighbors for help and are told to seek understanding with their daughter. Basic disagreement in values results in the daughter's running away to the East Village in New York City where she is eventually found and brought back home to undergo group therapy with her parents. Therapy proves unsuccessful, and after another bad trip, the daughter is committed to a mental institution. The neighbors discover that their son has been selling drugs. They turn him over to the police but he is released on a technicality. On the neighbor boy's arrival home, he is attacked by Mason who blames him for the daughter's condition. In the final scene the police take Mason away.

The drama refers to various drugs, including alcohol, barbiturates, amphetamines, marijuana, LSD and STP.

EVALUATION: While the film probably has value for illustrating stresses of family values and generational differences, its value as a drug film is questionable because of an implicit message that drugs caused most or all of the dramatic situations presented. Realistically, drug use is only incidental to the problems experienced by the two families

†THE PEOPLE VS. POT

Year: *1970*

Audience: *Military*

Producer: *Sid Abel & Associates for Dept. of Defense*

Source: *All military installations. Write Commander of installation, Attn: Audiovisual Officer.*

Rental: *Free*

Purchase: *Not available*

Details: *30 minutes, black/white, 16 mm., sound*

SYNOPSIS: In the setting of a trial, Eddie, a young serviceman who uses marijuana, is confronted by several ex-servicemen who are ex-addicts. In this "encounter" situation, Eddie recalls his drug experiences. Other marijuana-related cases involving military personnel are interwoven into Eddie's story. A soldier who has used marijuana has difficulty driving. A serviceman in combat seeks out and guns down a friend. The narration says all of the incidents reported in the story are authentic.

EVALUATION: The film bases a case against marijuana use on atypical reactions. Reference is made to a first-time marijuana user who "goes crazy, and kills," and to a "killer instinct" which marijuana produces. The effects of the oral concentrate of marijuana given in an experiment in the film are inaccurately equated to the effects of marijuana which is smoked. LSD-like reactions are portrayed and attributed to marijuana. Reference to "a daily habit" of marijuana incorrectly implies that marijuana is addicting. Comments from several individuals who "started on marijuana" imply that marijuana use usually leads to other drugs.

The incidents and the people portrayed are stereotyped. The film does not present balanced information about the effects of marijuana.

†POT'S A PUT-ON

Year: *1969*

Audience: *Intermediate, jr. high*

Producer: *Professional Arts, Inc.*

Source: *Professional Arts, Inc., P.O. Box 8484, Universal City, Calif. 91608*

Rental: *$13/three days plus postage*

Purchase: *$130.00*

Details: *10 minutes, color, 16 mm., sound*

SYNOPSIS: The film uses irony, satire and ridicule in a format similar to the televised "Laugh-In" program. Vignettes depict marijuana users in various situations. The film's humor is aimed at commonly heard endorsements for marijuana such as "Grass relaxes me," "Pot's no worse than booze," and "Marijuana gives me insight." The actors portraying marijuana users are comically dressed and wear wigs and oversized glasses. One user is shown reading a comic book as he says "Marijuana helps my mind." Another advocates legalizing marijuana as he stands behind prison bars. The film's message is in its title: "Pot's A Put-On."

EVALUATION: While the film does not make actual misstatements, the visual effects and narration convey misinformation about marijuana. By implication the film says marijuana causes irresponsible and ridiculous behavior. Those who use it are depicted as lacking intelligence. The film does not present balanced information about marijuana.

RAPPING

Year: *1970*

Audience: *Jr., sr. high; suburban*

Producer: *Filmfair Communications*

Source: *Filmfair Communications, 10946 Ventura Blvd., Studio City, Calif. 91604*

Rental: *$ 20.00*

Purchase: *$225.00*

Details: *15 minutes, color, 16 mm., sound; companion to the film "Tripping"; with teaching manual*

SYNOPSIS: In an idyllic setting, a small group of teen-agers, some of them drug users, considers why teen-agers use drugs and why they stop. People use drugs, they say, to join in with friends, to help search for meaning to life, to escape from problems, and to rebel against parents and society. People stop using drugs because their friends stop, because they find a meaningful alternative, such as religion, because conflicts are resolved, or because they fear getting arrested.

The group leader is Anthony Rose, Ph.D., Director of the Institute of Drug Education, Center for Studies of the Person, La Jolla, California. A manual which suggests activities and guidelines for teachers accompanies this film and a companion film, "Tripping."

EVALUATION: Discussing why people use and don't use drugs is a valid approach to the subject of drug abuse. But the reasons brought out in the film seem superficial and staged. The outdoor scene beside a stream is pleasant to view, but it adds to the film's artificialness, especially since the students all sit in desks facing a blackboard and an American flag. The film may succeed in promoting discussions.

RESEARCH REPORT: THC—THE CHEMISTRY OF MARIJUANA

Year: *1968*

Audience: *Sr. high, college, adult; especially students and professionals*

Producer: *KCET—Los Angeles*

Source: *Audiovisual Center, Indiana University, Bloomington, Ind. 47401*

Rental: *$ 5.50*

Purchase: *$125.00*

Details: *20 minutes, black/white, 16 mm., sound*

SYNOPSIS: This film records an experiment at the Palo Alto Veterans Hospital which explores the physiological and psychological effects of marijuana on a volunteer subject, a young male graduate student. He is orally given the "equivalent" of three marijuana cigarettes and at timed intervals is asked to report how he feels and to perform certain tasks. The physician who is working with the subject says the experiment is designed to "settle the dispute" as to how dangerous marijuana is.

EVALUATION: Showing the effects of marijuana on one person's behavior is informative and should help dispel certain myths about marijuana's effect on behavior. The film is low-keyed; it does not try to change attitudes about marijuana use but presents the results of a controlled laboratory experiment.

The results of the experiment would be more meaningful if more than one subject were involved. It would also be helpful if the film noted that the subject's reactions are possibly controlled by the fact that he is in a laboratory setting and that he is a graduate student who has insight into behavior that average marijuana users do not have. The pleasurable effects of marijuana, as depicted in the film, might stimulate experimentation in viewers who have not tried the substance. The film would benefit from editing; it is repetitive and long.

The film is accurate; however, several statements and procedures need qualification if they are not to be misleading. The film is mistitled because the experiment demonstrates the pharmacology rather than the chemistry of THC. The information does not make clear that THC is the main psycho-active ingredient in marijuana and that other active ingredients are also found in the substance. Referring to the dose of marijuana given in the experiment as the equivalent of three marijuana cigarettes is meaningless because it does not consider the varying strengths of marijuana. Nor does the reference adequately emphasize differences in individual reactions to marijuana, the importance of setting and how the substance is administered. The film does not emphasize that the experiment results in an individualized response, but rather implies that this is "the effect" of marijuana use. The techniques used in the experiment are not always objective; the subject is often asked leading questions.

†THE RIDDLE

Year: *1966*

Audience: *Jr., sr. high*

Producer: *Quest Productions for Office of Economic Opportunity*

Source: *National Audiovisual Center (GSA), Washington, D.C. 20409*

Rental: *$10.00*

Purchase: *$44.00*

Details: *20 minutes, black/white, 16 mm., sound*

SYNOPSIS: Scenes of actual glue sniffers, cough medicine drinkers and heroin addicts in alleys, tenements, and a physician's office reveal some attitudes and feelings of drug abusers. In contrast, scenes are interjected of a young black who resists the drug abuse crowd and is successful in finding a job. The film uses no professional actors and no script.

EVALUATION: The film uses isolated cases of drug abuse to convey general information about drug effects. Reference is made to someone who sniffed glue and was "dead in five minutes." It is implied that the boy in the film who drinks cough medicine has problems which result from his abuse of cough medicine; no qualifying statement refers to personality problems he displays which may have little to do with drugs.

The continual shift in scenes makes the story confusing.

* SCAG

Year: *1970*

Audience: *Intermediate, jr., sr. high, college, adult; all economic classes*

Producer: *Concept Films, Inc.*

Source: *Encyclopaedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Ill. 60611*

Rental: *$15/three days*

Purchase: *$265.00*

Details: *26 minutes, color, 16 mm., sound*

SYNOPSIS: This film relates the experiences of two heroin addicts—a middle-class white male and an inner city black girl. A narrator describes how a $40 poppy crop from Turkey becomes a supply of heroin with an estimated value of $280,000 on New York City streets. The narration also focuses on several rehabilitation facilities including Gaudenzia House in Philadelphia, and the use of methadone in the rehabilitation process.

EVALUATION: The film presents a comprehensive picture of the heroin problem in an accurate, objective manner. The information is up-to-date, including a section on methadone which is particularly valuable because it presents both sides of the controversy over methadone use in rehabilitation. The film deals with a variety of economic classes, educational levels and personalities. By covering so many aspects of heroin addiction, including interviews with actual addicts, treatment facilities, and import routes, the film may present an overabundance of information for some audiences. On the other hand, its format makes the information understandable and suitable for a broad audience. The black addict's voice is difficult to understand at times.

The content of the film is accurate. The comparisons between therapeutic-type treatment and treatment utilizing methadone would be better balanced if a fuller explanation of methadone procedures were presented.

THE SEEKERS

Year: *1968*

Audience: *Jr., sr. high; suburban*

Producer: *Myron Solin for the New York State Narcotic Addiction Control Commission*

Source: *Benchmark Films, Inc., 145 Scarborough Rd., Briarcliff Manor, N.Y. 10510*

Rental: *$ 40.00*

Purchase: *$390.00*

Details: *31 minutes, color, 16 mm., sound*

SYNOPSIS: Former drug users and drug addicts who are members of Encounter, an organization which uses a group therapy approach to drug abuse, discuss their experiences with drugs. In conversations among themselves, with a group of high school students, and with several "hippies," they attempt to understand reasons behind drug use. One of the girls expresses fear about having children due to possible chromosome damage from taking LSD; she consequently has a blood test and a physician briefly describes the types of genetic damage LSD may cause. The discussions result in a strong feeling shared by the ex-addicts that drugs are only a "cop-out" and provide no answers to the problems of living.

EVALUATION: Any message that the ex-drug addicts in this film have for non-drug users is lost in the film's technical style. The discussions lack credibility because they appear to be staged, particularly the meetings with the high school students. The ex-addicts talk about their drug experiences in a superficial manner. The continual change in scenes is confusing and detracting. The film is too long.

The film is accurate. However, because it gives inadequate information about such factors as dosage, pattern of use, or the individuality of the user, the film leaves the wrong implication that drugs cause certain problems rather than the abusers themselves. For example, one ex-addict generalizes about her physical condition while she was an addict: her "liver and kidney were wrecked," her hair fell out, her teeth rotted. This description incorrectly implies that drugs were the direct cause of the effects. The discussion on LSD damage the chromosomes needs further qualification. Data exists which suggests that LSD does not inflict chromosome damage and this is not incorporated in the discussion.

* SKEZAG

Year: *1970*

Audience: *Jr., sr. high (some), college, adult; all economic classes*

Producer: *Joel L. Freedman and Philip F. Messina*

Source: *Soho Cinema, Ltd., 508 Broadway, New York, N.Y. 10012*

Rental: *Contact Soho Cinema, Ltd.*

Purchase: *$790.00*

Details: *73 minutes, 16 mm., color, sound. Won Gold Medal Special Jury Award at the Atlanta International Film Festival, 1970. Television Rights available.*

SYNOPSIS: The bulk of this documentary film was shot over a period of ten hours during which Wayne, a 21-year-old black living in New York City, talks at length about a variety of topics, including the Vietnam war, his use of heroin, why he won't become addicted, his attitude towards his mother, his friends and the white race. During the conversation, two friends drop in and the three "shoot-up" heroin. In the final portion of the film, which was made four months later, Wayne is preparing to leave New York. His physical deterioration and depressed attitude show a marked change in contrast to his former confidence in his ability to use heroin without becoming addicted.

The filming technique is informal. The filmmakers are sometimes shown during their interviews with Wayne, asking questions, sharing jokes, or holding microphones.

EVALUATION: Wayne's tragedy is both alarming and believable. The film is credible because its inherent message is delivered in a non-theatrical way. The camera simply records a portion of life passing before it. The result is an authentic, convincing testimony of one individual's tragedy with heroin. The scene of Wayne "four months later" is very real.

The film is too long; Wayne's conversation at times adds little to his character portrayal and nothing to what the film is revealing about drugs. The film contains profanity which may determine which audiences will view it.

* SPEEDSCENE: THE PROBLEM OF AMPHETAMINE ABUSE

Year: *1969*

Audience: *Jr., sr. high; all economic classes; medical audiences*

Producer: *Medi-Cine Films*

Source: *BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404*

Rental: *$ 15.00*

Purchase: *$210.00*

Details: *17 minutes, color, 16 mm., sound*

SYNOPSIS: Interviews with speed users interspersed with statements from medical authorities present evidence against the use of amphetamines except for medical purposes. The physical dangers of hepatitis, malnutrition, and death are discussed. Psychological problems, which often are part of the life style of the speed culture, and the user's inability to deal with his environment are also discussed.

EVALUATION: The film effectively demonstrates the results of chronic misuse of speed. The factual information related by the physicians adds authenticity although the scientific nature of their comments at times requires augmentation for lay audiences.

The film tends to overemphasize the dramatic elements in speed use. The users portrayed in the film do not represent individuals who use speed on occasion, either for pleasure or for help in performing a job. The information at times confuses the occasional use of amphetamine taken orally and the chronic use of methaphetamine by injection. This confusion ignores the importance of the dosage level and the route of administration of the substance. An implied message—"speed kills"—is acceptable in the context of speed taken in massive doses over a long period of time; however, it is misleading to imply that death is the inevitable result of occasional uses of amphetamines.

THREE

Year: *1968*

Audience: *Sr. high, college, adult; all economic levels*

Producer: *John Sughrue and Company for New York State Narcotic Addiction Control Commission*

Source: *Benchmark Films, 145 Scarborough Rd., Briarcliff Manor, N.Y. 10510*

Rental: *$ 30.00*

Purchase: *$310.00*

Details: *52 minutes, black/white, 16 mm., sound*

SYNOPSIS: The "three" include Johnnie, a 19-year-old who has been a successful drug pusher; Tony, a middle-aged electronics expert; and Bart, an accomplished advertising art director. They meet in a New York state rehabilitation program for drug addicts where, in group therapy sessions, they relate individual experiences of heroin addiction. With other members of the rehabilitation program, the three prepare to move into a new halfway house for drug addicts in a nearby community. The final scenes reveal violent hostilities expressed by residents of the community toward the addicts.

Actors play the parts of the addicts; the stories are composites of actual cases.

EVALUATION: The film effectively points out that drug addiction can affect people from varying backgrounds, ethnic groups and ages, and that rehabilitation is possible. The ending is valuable for promoting discussions about society's attitude toward addiction and drug addicts. The film is entertaining although at times too melodramatic.

The plot overemphasizes the addict's individual weaknesses as a cause of his addiction because it does not take into consideration outside social factors which undoubtedly play an important role in addiction. The film thus implies that addicts are weak individuals who simply have to gain control of themselves in order to be cured. The film is dated since it includes the chairman of the New York State Narcotic Control Commission who is no longer in that position; it is also too long.

†THE TRIP BACK

Year: *1968*

Audience: *Jr., sr. high, college, adult*

Producer: *Avon Productions, Inc., for the New York Daily News*

Source: *For military use, write Command of Installation, Attn: Audiovisual Officer;*

Purchase: Association-Sterling Films, Inc., 866 Third Ave., New York, N.Y.

Rental: *$20.00 first day; $10/day thereafter; $40/week*

Purchase: *$197.50*

Details: *28 minutes, color, 16 mm., sound*

SYNOPSIS: Florrie Fisher, an ex-addict, is filmed as she speaks to a group of New York City high school students. Florrie tells her story of addiction, prostitution, imprisonment and rehabilitation. She talks briefly of her experiences at Synanon, the self-help organization for drug addicts which she credits for saving her life. After speaking, Florrie answers questions from the audience.

EVALUATION: Florrie Fisher's comments inaccurately imply that what happened to her will happen to most people who use drugs. The overgeneralized and opinionated statements give inaccurate information. Marijuana, she says, leads to crimes of "passion and murder." "Nobody in the world can get away with marijuana." "I know marijuana leads to heroin and cocaine." The description of a girl who took LSD implies that all users will become mentally disturbed. The testimony of this former addict does not present a balanced view of drug effects or drug use.

†TRIP TO WHERE

Year: *1968*

Audience: *Sr. high, college; military*

Producer: *The Peterson Company*

Source: *Rental: Public Affairs Officer of any Naval District Headquarters;*

Purchase: National Audiovisual Center (GSA), Washington, D.C. 20409

Rental: *Free*

Purchase: *$168.25*

Details: *50 minutes, color, 16 mm., sound*

SYNOPSIS: The film deals with the short- and long-term effects of the misuses of barbiturates, amphetamines, marijuana and LSD. The fictional drama centers on three Navy men who experiment with marijuana and LSD. One experiences a "bum" trip and recurring flashbacks; eventually he develops a psychotic mental disorder. The one who purchased the drugs is convicted for illegal possession and imprisoned; the third is demoted.

EVALUATION: The film draws on rare reactions to drugs, particularly to LSD, to form the basis for its overall statement against drug use. The simulation of the bad trip, which involves violence, cowboys and Indians, and strange creatures, is over-theatrical. A physician in the emergency ward says he sees a "good many bad trips," that "many come in dead," and that flashbacks can occur up to 18 months after the LSD is first taken. While this may be one physician's experience, it incorrectly implies that such occurrences are common to all physicians. The physician also says that LSD users can expect chromosome changes which may affect the minds and bodies of future children; since recent scientific data provides conflicting evidence, this statement should be qualified. In general, the film uses rare phenomena on which to base its story line, making it unrealistic and over-dramatic. Such exaggerations tend to create disbelief in anyone who knows anything about LSD.

TRIPPING

Year: *1970*

Audience: *Jr., sr. high; suburban*

Producer: *Filmfair Communications*

Source: *Filmfair Communications, 10946 Ventura Blvd., Studio City, Calif. 91604*

Rental: *$ 20.00*

Purchase: *$225.00*

Details: *15 minutes, color, 16 mm., sound; companion to the film "Rapping"; with teaching manual*

SYNOPSIS: The students who discussed reasons for using drugs in "Rapping," a companion film, attempt in this film to find some "positive alternatives" to drug use through communication with each other. Under the direction of the leader, Dr. Anthony Rose, the group demonstrates a series of Gestalt sensory awareness exercises which include verbal and non-verbal communication. They talk to each other "back-to-back" and practice "eye" and "hand" communication. The experience makes most of the participants feel happy, arouses mixed emotions in a few.

EVALUATION: The film's purpose is unclear. If it is designed to show what happens to some students in the exercises it demonstrates, it is ineffective since we know very little about the students and do not identify with individual personalities. On the other hand, if a re-creation of their experiences is the final goal, this is something which must be done carefully, with skilled supervision, and with more guidance than the film provides. The "alternatives" which the students experience appear superficial and staged. The participants do not convince the viewer that they believe in what they are doing.

UP PILL, DOWN PILL

Year: *1970*

Audience: *Intermediate, jr., sr. high, adult; suburban*

Producer: *Bailey-Film Associates*

Source: *BFA Educational Media, 2211 Michigan Ave., Santa Monica, Calif. 90404, (213) 829-2901*

Rental: *$15.00*

Purchase: *$295.00*

Details: *23-½ minutes, color, 16 mm., sound; television rights available from BFA Educational Media*

SYNOPSIS: This drama juxtaposes the different life styles of Roger, a teen-age dropout who uses pills to escape the boredom of his life and his dishwasher job, and Charlie, an old man who is directing his energy toward rebuilding an old boat. The story follows their gradual friendship from the time Charlie finds Roger living on his boat to the tragedy which apparently forces Roger to make some important decisions.

EVALUATION: This entertaining story is slightly melodramatic but has value from several standpoints. The friendship between the man and the boy illustrates a beautiful and unusual relationship in which two extremes of the generation gap are able to accept each other without

condemnation of their obvious differences. The film does not present much factual information on amphetamines and barbiturates, but it does provide stimulus for discussions about values, in particular the different ways that Charlie and Roger handle a common problem of time on their hands. Panelists suggest that follow-up discussions encourage the viewers to infer how the boy substituted a human relationship and a shared dream for his use of drugs.

*WEED

Year: *1971*

Audience: *Jr., sr. high, college, adult; civic groups*

Producer: *Concept Films, Inc.*

Source: *Encyclopaedia Britannica Educational Corp., 425 N. Michigan Ave., Chicago, Ill. 60611, (312) 321-6692*

Rental: *$15/three days*

Purchase: *$296.00*

Details: *24 minutes, color, 16 mm., sound; television rights available from Concept Films, Inc., Suite 312, 1155 15th St., N.W., Washington, D.C. 20005; four-page teaching brochure accompanies the film*

SYNOPSIS: A potpourri of information on marijuana, the film covers some legal, historic and sociological aspects. A 17-year-old is arrested and booked on charges of marijuana possession. His mother and lawyer discuss the implications of his charge. A variety of opinions about marijuana use and its effects is expressed by users, ex-users, and some adults whose opinions are obviously based on misinformation. The film reviews what is now known about physical effects of marijuana use and discusses current research efforts. Marijuana's growth and cultivation, a history of its use, and the misinformation prevalent in the 1930's are briefly reviewed. A combination of live film (including cuts from a 1930 marijuana film), stills, and cartoons are used.

EVALUATION: This is an honest, straightforward, as well as entertaining appraisal of what is known and unknown about marijuana. The film is particularly noteworthy in its presentation of myths concerning marijuana effects. The low-keyed tone adds to the effect. The film's practical concern with marijuana's illegality and the resulting implications, gives it unusual relevance. There is much information presented, yet the film maintains a fast pace.

A reference which says that "legally marijuana is classified as a narcotic," is confusing because the film does not make clear whether or not it is referring to Federal or state law. Many states still classify marijuana as a narcotic, but the Federal Comprehensive Drug Abuse Prevention and Control Act of 1970 (Public Law 91-513) places marijuana in a separate category from narcotics.

One reviewer feels that the discussion of effects from marijuana use overemphasizes the possibility of liver damage and feelings of nausea. Liver damage has been found in some experiments with animals involving excessive doses. Feelings of nausea, when they occur, usually accompany extraordinarily high doses.

†WHY MUST THE FLOWERS DIE?

Year: *1968*

Audience: *Jr., sr. high*

Producer: *Cine-Pic*

Source: *Independent Film Producers Company, 334 E. Green St., Pasadena, Calif. 91101*

Rental: *$ 13.00*

Purchase: *$130.00*

Details: *10 minutes, color, 16 mm., sound*

SYNOPSIS: The story is narrated by a young Hawaiian boy who "died ten minutes ago" from an overdose of goofballs. He recalls his friendship with "G.B.," another Hawaiian who sniffs glue and who steals in order to get money for the glue. The narrator is persuaded to join G.B. in stealing and glue sniffing because he admires G.B. and wants to be his friend, and because he wants to forget his family problems and poor school grades. Eventually the two get "goofballs" from the same person who sold them the glue. The narrator dies from an overdose after the two play a game to see who can down the most pills.

EVALUATION: The film misleadingly presents glue sniffing in a context more appropriate to narcotics which includes a "pusher" who sells a "two-bit tube of glue for $2," the development of tolerance to glue which is questionable, and a fatal overdose from barbiturates which is a rare occurrence for grade-school children.

The film does give good emphasis to social factors involved in drug abuse, in this case needing and wanting friendship. The film is visually attractive; however, the presentation is overweighed with drama.

WORLD OF THE WEED

Year: *1968*

Audience: *Jr., sr. high, college, adult*

Producer: *KCET, Los Angeles*

Source: *Field Services Dept., Audiovisual Center, Indiana University, Bloomington, Ind. 47401*

Rental: *$ 5.50*

Purchase: *$125.00*

Details: *21 minutes, black/white, 16 mm., sound*

SYNOPSIS: The film reviews the historical background and biological facts related to the use of marijuana. It begins with a marijuana legend from ancient China, traces the spread of marijuana to India and the Middle East, gives a capsule history of legislation and medical studies concerning marijuana, including the LaGuardia Report, and defines marijuana terms. The film uses mostly photographs and drawings.

EVALUATION: The film contains, for the most part, interesting historical information about marijuana, and the narration is objective. Its format and the use of stills, however, make it overly academic and uninteresting. More information on the events which led up to the 1937 Marijuana Tax Act would add interest. The film is dated because its information does not go beyond 1966.

The film is accurate with a few exceptions. Several historical speculations are presented as fact, such as the reference to Shen Nung, which the narration does not clearly identify as legendary. Marijuana is described as a nectar in the flowers of *Cannabis* rather than the resin covering or protecting the buds. The narration does not make clear that resin is present in both male and female *Cannabis* plants. The film should also discuss THC, the main psycho-active ingredient found in *Cannabis,* and should discuss the relationship of growing and harvesting conditions to marijuana's varying strengths if it is to be considered thorough.

YOU CAN'T GROW A GREEN PLANT IN A CLOSET

Year: *1969*

Audience: *College, adult; professional groups*

Producer: *Roy Nolan Productions*

Source: *Zeal in Perpetuity Films, P.O. Box 1017, Sausalito, Calif. 94965*

Rental: *$ 40.00*

Purchase: *$425.00*

Details: *54 minutes, color, 16 mm., sound*

SYNOPSIS: This film records portions of the National Marijuana Symposium held March, 1968, at the University of California Medical Center in San Francisco. The symposium was designed to answer questions about marijuana such as whether or not it is a narcotic, whether it leads to heroin addiction, what laws control it, and what barriers exist to further research on marijuana. Most of the speakers agree on some basic issues: marijuana is legally misclassified; this misclassification results in overly harsh penalties for abusers and "manufactures criminals" out of otherwise innocent people; factual information about marijuana is supressed from the public; overaction to marijuana use is frequent on the part of legislators and parents.

The participants, made up of psychologists, medical doctors, sociologists, criminologists and writers, include Joel Fort, M.D., David E. Smith, M.D., Price Cobbs, M.D., and James Carey, Ph.D.

EVALUATION: This film uses knowledgeable scientific authorities to present valuable, broad-based information on marijuana. The speakers have had direct experience with drugs or with drug users. It should be noted that the speakers share a similar liberal bias about marijuana issues and the film, therefore, does not present a balanced view. For example, many of the speakers would, if they don't in the discussion, advocate legalization of marijuana. Some humor in the presentations adds interest, but in spite of this, the film is too long.

The film cannot be faulted on scientific grounds. Most of the information is presented, as it should be, as opinions and personal viewpoints of qualified individuals with experience.

Because of its technical nature, the film is particularly suited for professional audiences.

Other Audiovisuals

(includes filmstrips, slides, transparencies, recordings)

A DOCTOR ANSWERS YOUR QUESTIONS ABOUT DRUGS

Medium: *Record*
Year: *1970*
Audience: *Parents; suburban*
Producer: *Bernard V. Dryer, M.D.*
Source: *Media Medica, Inc., 555 Fifth Ave., New York, N.Y. 10017*
Rental: *Not available*
Purchase: *$2.00*
Details: *20 minutes, 33-1/3 rpm*

SYNOPSIS: Bernard V. Dryer, M.D. answers questions commonly asked by parents about drug use. The discussion covers marijuana, pep pills, sleeping pills, heroin and LSD. Dr. Dryer says marijuana is a potentially harmful drug which can be "psychologically addictive." He distinguishes "hard" drugs from "soft" drugs, defines overdose, tolerance, and hashish. Dr. Dryer advises parents to "keep their cool" if their children are using drugs. As preventive measures against drug abuse, parents should evaluate their own pill-taking habits, and be ready and available to communicate with their children.

EVALUATION: The discussion tries to cover both factual information and general advice on parental attitudes and the result is a compromise in both areas. Too many facets of drug abuse are covered for any area to be meaningfully developed. The value of the "factual" information is questionable because much of it is overgeneralized or based on opinions. The narrator offers some valuable advice to parents about their children and drugs, but its impact is lost in the medium of a recording.

There is a good emphasis on individual responses to drug use, the variety of motivations behind drug use and the varied sources of help available. The advice about approaching drug use with reason rather than panic is noteworthy. However, the narration uses speculative facts and opinions which give incorrect impressions about drug effects: "One out of ten marijuana users goes on to other drugs." "Heroin is a killer." LSD use means a "wild loss of reality." The statement that "marijuana does not automatically make you an addict" implies that marijuana often leads to heroin. The terms "psychologically addicting" and "hard and soft" drugs have questionable educational value.

DRUG ABUSE, VOLUME I

Medium: *Record*
Year: *1969*
Audience: *Sr. high, college*
Producer: *Gaudenzia House with Frederick Glaser, M.D.*
Source: *Medi Disc, 1832 W. Tioga St., Philadelphia, Pa. 19140*
Rental: *Not available*
Purchase: *$1.25 plus 50¢ mailing charge*
Details: *22 minutes per side, 33-1/3 rpm*

SYNOPSIS: Dr. Frederick B. Glaser, Assistant Professor of Psychiatry at Temple University Medical School, Philadelphia, Pennsylvania, relates possible reasons why students are predisposed to drug use and why these may or may not be valid reasons for trying drugs. He discusses the stress often associated with students' lives, their curiosity, their desire to develop close relationships with others, and their wish to be more creative. Dr. Glaser says the most serious danger students risk with drugs is the arrest of personality growth which excessive drug use can bring.

On side two, Robert "Bob" Borriello, a 22-year-old ex-addict, recalls that a desire to be respected by his peers encouraged him to try drugs. He says drug users who think they are rebelling against society are only playing into society's hands because, by "copping out" with drugs, they provide no real alternatives.

EVALUATION: The information on the record might be of value to research or special study groups who are interested in individual viewpoints on particular aspects of drug abuse. For most audiences, however, the material is unimaginative, dull and has little impact.

It would be helpful if clearer lines were drawn between Dr. Glaser's suggested reasons for drug use and Bob's suggested reasons.

The information cannot be faulted scientifically if it it is presented as opinions of two individuals rather than facts. Many of Dr. Glaser's theories are stated without qualification and may be incorrectly interpreted as being accepted views of the scientific community. For example, he says "Rebellion is a must" in the process of growing up, and "Growth would not occur without novel experiences." In his remarks, Dr. Glaser overgeneralizes by referring repeatedly to "drugs" without giving adequate qualifications regarding specific drugs, dosage, and the circumstances of their use.

The comments by Robert Borriello must also be presented as one ex-addict's opinions, not as accepted facts. His opinions are open to misleading interpretation if accepted as "typical" reactions to drug use. For example, he says "When you're high on pot, you can only tune in on one thing at a time," a statement which presents one person's experience but which sounds like a universal reaction to marijuana.

DRUG ABUSE, VOLUME II

Medium: *Record*

Year: *1969*

Audience: *Sr. high, college*

Producer: *Gaudenzia House with Frederick B. Glaser, M.D.*

Source: *Medi Disc, 1832 W. Tioga St., Philadelphia, Pa. 19140*

Rental: *Not available*

Purchase: *$1.25 plus 50¢ mailing charge*

Details: *22 minutes per side, 33-1/3 rpm*

SYNOPSIS: On side one Bob Borriello, an ex-addict, tells Frederick B. Glaser, M.D., how he became a drug addict. He discusses family and neighborhood influences and problems related to his search for identity. On side two, Bob tells Dr. Glaser how he overcame his drug habit at Daytop Village. In a structured setting he was no longer able to rely on his old excuses for taking drugs, but was forced to act on his problems.

EVALUATION: The record can be useful for those who want, and don't have, the opportunity to interview an ex-addict. Bob's rehabilitation experiences might also be helpful for addicts. Unfortunately, the material is unimaginative and tends to be repetitive and dull.

The information cannot be faulted for inaccuracies because it recalls one ex-addict's experiences. Bob's opinions as to why he became an addict can be useful information but should be presented only as opinion and the experience of one individual.

DRUG ABUSE, VOLUME III— DRUGS WON'T GET IT, PEOPLE WILL

Medium: *Record*

Year: *1970*

Audience: *Sr. high, college*

Producer: *Gaudenzia House with Frederick B. Glaser, M.D.*

Source: *Medi Disc, 1832 W. Tioga St., Philadelphia, Pa. 19140*

Rental: *Not available*

Purchase: *$1.25 plus 50¢ mailing charge*

Details: *22 minutes per side, 33-1/3 rpm*

SYNOPSIS: Frederick B. Glaser, M.D. and three ex-addicts who are residents of Gaudenzia House examine drug abuse as a symptom rather than a problem in itself. The ex-addicts recall feelings they had which led them to drug abuse and comment on the expectations parents and teen-agers have of each other and the problems which result.

EVALUATION: The discussion among ex-addicts is not very meaningful because the conversation takes no particular direction. Few stimulating questions are asked. There is no interest device in the discussion to stimulate the listener.

The material cannot be faulted for scientific inaccuracies since it presents a recall of experience of former addicts, and concentrates on their attitudes rather than actual drug experiences. It could provide a ready basis for overgeneralization by naive listeners.

†DRUG ABUSE—GLUE SNIFFING AND PILLS

Medium: *Filmstrip*

Year: *1968*

Audience: *Jr., sr. high*

Producer: *Family Films*

Source: *Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill. 60614*

Rental: *Not available*

Purchase: *$12.50 or $20.00 with companion filmstrip*

Details: *12 minutes, 54 frames, color, 35 mm., sound (record); companion to the filmstrip "Marijuana and LSD"; with teaching guide*

SYNOPSIS: This filmstrip briefly discusses the effects of glue sniffing and the physical dangers involved. Most of the filmstrip focuses on "pills"—particularly amphetamines and barbiturates. It discusses what legitimate uses exist for these pills, lists some of their trade and slang names, describes what effects they have on the body and what possible

dangers are involved with their abuse. Young people, it says, take the drugs for various reasons, some of which are legitimate. But whether or not taking drugs can really meet the needs of the abuser is questionable. Drugs, the narration says, are a "shallow" as well as dangerous way to find meaning in life.

EVALUATION: The filmstrip is inaccurate more because of an imbalanced view of drug use, than for actual misstatements. For example, the narration states that it is presenting only "facts," and bases its facts on official statements or reports from such organizations as the Bureau of Narcotics and Dangerous Drugs, the Food and Drug Administration, and the American Medical Association. Actually, the filmstrip is uncritically presenting opinions of certain authorities. In its discussion of the pharmacology of specific drugs and the symptoms of drug abuse, the narration overgeneralizes and does not recognize such varying factors as dose or frequency of use. The discussion of possible dangers of glue sniffing omits the potential for death by suffocation.

The filmstrip does recognize the potential for individual differences in response to any drug, and notes that any drug has the potential for harm. The filmstrip also gives good emphasis to the danger of physiological dependency on barbiturates.

†DRUG ABUSE—MARIJUANA AND LSD

Medium: *Filmstrip*
Year: *1968*
Audience: *Jr., sr. high*
Producer: *Family Films*
Source: *Society for Visual Education, 1345 Diversey Parkway, Chicago, Ill. 60614*
Rental: *Not available*
Purchase: *$12.50 or $20.00 with companion filmstrip*
Details: *14 minutes, 57 frames, color, 35 mm., sound (record); companion to the filmstrip "Glue Sniffing and Pills"; with teaching guide*

SYNOPSIS: This filmstrip describes how marijuana is obtained from the hemp plant and how it is most often taken into the body. Basic legal classifications are described. Psychological dependency is discussed, and effects of marijuana on the body are reviewed. LSD's discovery and its effects and potential danger on the mind and body are then discussed. The narration concludes with a reminder that the freedom individuals enjoy requires an important decision on drug use.

EVALUATION: The filmstrip overgeneralizes when discussing the effects of marijuana, does not give adequate recognition to the variances of drug dose on reaction, and refers to "prolonged, if not incurable, psychological disorders" without mentioning the infrequency of such disorders. The list of physiological effects of marijuana incorrectly includes a "low concentration of glucose in the blood." The discussion confuses extended use of marijuana with psychological dependency. The information on LSD misleadingly refers to chromosome changes and resulting birth defects as a likely occurrence with LSD use.

†DRUG ABUSE: WHO NEEDS IT?

Medium: *Filmstrip*
Year: *1970*
Audience: *Intermediate*
Producer: *Marsh Film Enterprises, Inc.*
Source: *Marsh Film Enterprises, Inc., 7900 Rosewood Dr., Shawnee Mission, Kan. 66208*
Rental: *Not available*
Purchase: *$15.00 with record; $18.50 with cassette*
Details: *15 minutes, color, 35 mm., sound (record or cassette); with teaching guide*

SYNOPSIS: Larry, a young teen-ager, becomes involved with drugs, eventually drops out of school, is arrested and ends up in a mental hospital. Background information on marijuana, amphetamines, barbiturates, LSD and heroin is included in the discussion. The narration also includes spontaneous comments by school-age children on drug abuse which were obtained during a discussion with Richard E. Davis, M.D., consultant for the filmstrip.

EVALUATION: The story is based on an improbable sequence of events, beginning with Larry's experience with amphetamines and barbiturates, then marijuana and finally ending up in a mental institution for three years because of heroin addiction. Larry's disturbed behavior is attributed solely to his use of drugs without considering that his drug use is probably a symptom of a pre-existing disturbance. The discussion of drug effects does not give adequate distinction to potency and dose. Several statements about drugs draw on unusual responses to various drugs, such as the reference to LSD producing hallucinations up to a year after it is used, and death resulting from heroin withdrawal. The narration includes a questionable statistic referring to a "20% chance of moving on to other drugs if one smokes ten marijuana cigarettes." This is an opinion without factual basis. The narrator mispronounces "barbiturates."

DRUG ABUSE EDUCATION AND INFORMATION SLIDE RESOURCE KIT

Medium: *Slides*

Year: *1970*

Audience: *Jr., sr. high, college, adult; all economic classes*

Producer: *Bureau of Narcotics and Dangerous Drugs for the American Pharmaceutical Association*

Source: *National Audiovisual Center (GSA), Washington, D.C. 20409*

Rental: *Not available*

Purchase: *$55.00. Also available in sections.*

Details: *In 8 sections, 165 slides, color, 35 mm.; with printed captions*

SYNOPSIS : The eight sections in the kit are color-coded to match cards with brief captions for the individual slides. The section titles include the following: "The History of Drug Abuse"; "Drug Abusers' Propaganda" (illustrates material advocating drug abuse; this section is intended for professional and adult audiences); "Drugs of Abuse"; "Drugs and Your Body" (reviewing the effects of drugs on the body, this section is designed for secondary school audiences); "U.S. Bureau of Narcotics and Dangerous Drugs" (describes the duties and responsibilities of the Bureau); "Rehabilitation and Treatment Centers"; "Drug Abuse Education Material" (reviews publications, films, audiovisual programs and posters on drug abuse available to the public); and "Drug Abuse Education Programs and Councils" (reviews task forces, committees, and councils, and describes a few local programs).

The kit is designed to supplement other presentations on drug education with basic information on various aspects of drugs. Individual slides are intended to be used according to various audience levels and interests.

EVALUATION: The kit presents specific and carefully researched information on drugs in a well-organized form. It has a varied use because different sections can be used with different audiences. If presented as a supplement to other information and/or activities, and if used over a period of time rather than in one or two long sessions, the material will command a high interest-level. The kit can be updated easily by replacing slides or captions.

The kit is accurate; however, it omits some information which makes certain sections inadequate or oversimplified. For example, no reference is made in the narration to tobacco or alcohol. The section on "Drugs and Your Body," which describes drug effects, oversimplifies its description of drug actions. The narration does not include dosage or patterns of use in its slide captions.

†DRUG DECISION

Medium: *Multi-media, including films*

Year: *1969*

Audience: *Jr. high*

Producer: *Technicon Education Systems*

Source: *Technicon Education Systems, 590 E. Middlefield Rd., Mountain View, Calif. 94088*

Rental: *Not available*

Purchase: *Ranges from $2.50-$5.00 per pupil; details available on inquiry*

Details: *15 to 20-hour course, color, includes 16 mm. films, sound*

SYNOPSIS: This multi-media instructional package uses a programmed text, animated films, and the processes of gaming, simulation and role playing. It is designed to teach students about drugs that are abused, their effects on the human mind and body, the psychological needs that people try to fulfill with drugs, criminal aspects involved in drug abuse and about legal penalties for violations of drug laws. The program is divided into five phases. Phase I introduces the concept that natural and man-made disasters, including drug abuse, pose problems for communities which require special managing techniques. Phase II discusses medical aspects and rehabilitation. Phase III surveys legal aspects of the drug problem. In Phase IV, students assume the roles of a law enforcer, health officer, or mayor in the Drug Attack Game. In Phase V, role playing continues as students act out stories based on actual case histories of drug abusers.

Note: The panel reviewed the complete package but concentrated its evaluation on the films. The evaluation, therefore, applies specifically to the films. Also, *Drug Decision,* formerly distributed by Lockheed Education Systems, has been revised by Technicon and is, therefore, no longer distributed in the form reviewed by the panelists.

EVALUATION: The films in the program include inaccurate statements such as "All drugs can produce psychological dependence," and overgeneralities such as a statement that drugs can either "stimulate or depress behavior, or cause hallucinations." Adequate recognition of dosage is not given when the program discusses specific drug effects. The phrase "hooked on marijuana" and the statement "I turned to barbiturates because grass didn't have any effect on me" imply that marijuana is addictive and that it will lead to other drugs. The material gives examples of rare reactions to drug effects, implying that these are common occurrences and giving unrealistic information about drugs. A girl who has taken LSD screams about a hot dog talking to her. A heroin user says that after 18 months there was "no way I could sit to be comfortable." A description of marijuana effects utilizes comments of a heroin addict. Some of the films use identical background images when discussing hallucinations and effects of amphetamines, giving the impression that effects of different drugs are similar.

The program gives primary emphasis to law enforcement in its concept concerning community response to drug abuse. This emphasis does not reflect current thinking that solutions to drug problems rely on the efforts of many disciplines. The idea of preventive education is referred to only at the end of the text in the section on rehabilitation.

* DRUG INFORMATION SERIES–NARCOTICS

Medium: *Filmstrip*

Year: *1970*

Audience: *Jr., sr. high, college and adults; all economic levels*

Producer: *Guidance Associates*

Source: *Guidance Associates, 41 Washington Ave., Pleasantville, N.Y. 10570*

Rental: *Not available*

Purchase: *$18.00 with record, $20.00 with cassette*

Details: *15 minutes, color, 35 mm., sound (record or cassette); discussion guide accompanies which includes script, background information for teachers, a drug chart, a summary of drug laws, a glossary and a bibliography.*

SYNOPSIS : "Narcotics" is one of four drug filmstrips in the "Drug Information Series." The filmstrip identifies drugs in the narcotic family: opium and its derivatives (morphine, codeine and heroin), and the synthetic narcotics. It focuses on the life style of the heroin addict. Comments from medical authorities and ex-drug users cover reasons why people begin experimenting; methods by which the drugs are taken; what the term "hooked" means; how tolerance for narcotics is developed; how the illegal market results in high prices and often an impure product; and why the heroin user is endangered by overdose and poisoning. An ex-addict describes how he "kicked" his habit. Various treatment methods are discussed including specific programs which use encounter therapy or treatment with synthetic drugs.

The discussion guide which accompanies the filmstrip contains the script, background information for teachers, a drug chart, a summary of drug laws, a glossary and a bibliography.

EVALUATION: The harration, photography and objective presentation of the information in this filmstrip all contribute to its overall quality. The use of different ethnic groups makes the material useful to a wide range of audiences. The filmstrip presents valuable, up-to-date information on treatment approaches and the need for a variety of approaches.

The data is accurate with a few exceptions: A reference to the number of heroin-caused deaths is not fully documented with the proper locale; the drug chart at the end of the filmstrip refers to duration of drug effects without indicating dosage or routes of administration.

* DRUG INFORMATION SERIES–PSYCHEDELICS

Medium: *Filmstrip*

Year: *1970*

Audience: *Sr. high, college, adults*

Producer: *Guidance Associates*

Source: *Guidance Associates, 41 Washingotn Ave., Pleasantville, N.Y. 10570*

Rental: *Not available*

Purchase: *$18.00 with record, $20.00 with cassette*

Details: *12 minutes, color, 35 mm., sound (record of cassette); with discussion guide which includes script, background information for teachers, a drug chart, a summary of drug laws, a glossary and a bibliography.*

SYNOPSIS: This is one of four drug filmstrips in the "Drug Information Series." The program on psychedelics begins by naming various types of psychedelics or hallucinogens, including peyote, mescaline, psilocybin and LSD. (Marijuana is referred to as having hallucinatory effects, but in this series it is included in the filmstrip on sedatives.) Interspersed with comments from a young couple about their experiences with LSD are comments from physicians and psychologists who discuss the perceptual changes and mood alterations which the psychedelics produce. The effect an individual's personality and his immediate surroundings will have in determining what kind of "trip" he will experience is discussed. Other points include the problem of "flashbacks" for those who have had a bad trip, the possibility of long-term chromosomal damage, the legal penalties involved for sale and possession of these drugs, and the uncertain chemical nature of the black market psychedelics.

EVALUATION: The combination of the excellent photography and the narration by medical authorities and LSD users makes this filmstrip one of the better materials available on psychedelic drugs. The narration's unemotional, unmoralizing tone contributes to the material's quality.

The data is scientifically accurate with a few exceptions. Reference is made in the narration to evidence that LSD "causes permanent damage" genetically. In view of the fact that most objective observers consider that evidence of genetic damage is at present inconclusive, this reference gives incomplete information. A comment from a medical authority who refers to LSD producing a "very specific regressive phenomenon" implies a universal response rather than one limited to a portion of LSD users. The drug chart

which appears at the end of the filmstrip refers to the "duration of effects" of various psychedelic drugs without taking into consideration the dosage of the drug or how it enters the body, factors which bear heavily on the duration of a drug's effect.

specific dosages when describing effects. The comments on marijuana rely on the "unknown" effects of marijuana to imply that dangers exist with its use. The statement "hooked" on marijuana is used, a contradictory term since it usually refers to addictive drugs.

* DRUG INFORMATION SERIES–SEDATIVES

Medium: *Filmstrip*

Year: *1970*

Audience: *Jr., sr. high, college, adult*

Producer: *Guidance Associates*

Source: *Guidance Associates, 41 Washington Ave., Pleasantville, N.Y. 10570*

Rental: *Not available*

Purchase: *$18.00 with record, $20.00 with cassette*

Details: *14 minutes, color, 35 mm., sound (record or cassette); with discussion guide which includes script, background information for teachers, a drug chart, a summary of drug laws, a glossary and a bibliography.*

SYNOPSIS: The filmstrip on sedatives is one of four drug filmstrips in the "Drug Information Series." The information presented on sedatives covers alcohol, barbiturates and marijuana. Medical authorities and drug users discuss who uses barbiturates and why, and what problems can result from continued use. Comparison is made between barbiturates and alcohol use, and the dangers of using the two simultaneously is discussed. "Physical dependence," "psychological dependence," "tolerance" and "withdrawal" are defined. In the discussion on marijuana, the difference between hashish and marijuana is explained. Interviews with marijuana users relate the effects of the drug. A medical authority says more research is needed to determine whether marijuana has the potential to cause physical harm to the body.

EVALUATION: This is an informative, unbiased presentation on sedatives which is supported with excellent photography. The comments from a variety of drug users add much to the filmstrip's entertaining qualities. The setting of many of the frames and the language of the experimenters make this a credible material. The emphasis on alcohol strengthens the discussion.

The information is accurate. The different types of sedatives are presented in good perspective.

In the narration, inappropriate reference is made to drug effects without accounting for the dose or the route of administration. This is particularly true in the drug chart which appears at the end of the filmstrip. An exception to this oversight is the discussion on alcohol which mentions

*DRUG INFORMATION SERIES–STIMULANTS

Medium: *Filmstrip*

Year: *1970*

Audience: *Jr. and sr. high, college, adult*

Producer: *Guidance Associates*

Source: *Guidance Associates, 41 Washington Ave., Pleasantville, N.Y. 10570*

Rental: *Not available*

Purchase: *$18.00 with record, $20.00 with cassette*

Details: *11 minutes, color, 35 mm., sound (record or cassette); with discussion guide which includes script, background information for teachers, a drug chart, a summary of drug laws, a glossary and a bibliography.*

SYNOPSIS: The filmstrip on stimulants is one of four drug filmstrips in the "Drug Information Series." This filmstrip examines the broad range of stimulants used daily in our society–from caffeine and nicotine to cocaine, amphetamines and methamphetamine ("speed"), but it concentrates on speed and the life style of the chronic speed user. Comments from the narrator, physicians and drug users cover the effects of speed on the user's body as well as on his personality. The problems often involved with use of speed are discussed, such as infection from dirty needles, "crashing," building a tolerance and malnutrition. Reference is made to the psychological problems which often accompany the physical deterioration in chronic speed users. The discussion covers the legal controls and legitimate uses of amphetamines, and points out the difference between amphetamines and anti-depressants.

EVALUATION: The information is presented in an objective, informative and professional manner. The specific information contained in the narration, along with the credible interviews with drug users, make the filmstrip both educational and entertaining. The material is timely and will probably not be dated soon.

One distracting factor is the picturing of brand name drugs.

The data in the filmstrip is scientifically accurate with a few exceptions concerning drug effects. The narration says caffeine, unlike most other stimulants, does not produce a tolerance. This ignores the tolerance experienced by many coffee drinkers. The mode of action of cocaine as

an anesthetic is inaccurately described as constricting the blood vessels of the skin. The chart which ends this filmstrip refers to the duration of effects of stimulants without mentioning the dosage. The chart also classifies Ritalin as an anti-depressant. When abused, Ritalin's action is basically that of a central nervous system stimulant.

THE DRUG PUZZLE

Medium: *Record*

Year: *1970*

Audience: *Range is senior high to adult; professional groups, organizations (Please see specific audience suggestions after each section synopsis.)*

Producer: *Board of Missions and Board of Christian Social Concerns with the cooperation of the Board of Evangelism and the Board of the Laity of the United Methodist Church*

Source: *Christian Social Concerns Department, United Methodist Bldg., 100 Maryland Ave., N.E., Washington, D.C. 20002*

Rental: *Not available*

Purchase: *$5.00*

Details: *33-1/3 RPM record; resource book, drug chart, questionnaire included*

SYNOPSIS: Since it is likely that each of the four sections of this record will be used with varying audiences, in different settings and for different purposes, the sections are reviewed independently.

The record is intended to be used in conjunction with the resource book included in the packet. The resource book was not reviewed.

Part I. "Hope for the Addict" includes an interview with Dr. Judianne Densen-Gerber, a lawyer-psychiatrist and Clinical Director of Odyssey House, a psychiatrically oriented residential therapeutic community in New York City, and Ray Hook, an ex-addict who successfully came through the Odyssey House program. Their comments describe the philosophy of personal support for program residents and illustrate the possibility for full rehabilitation of the heroin addict. Suggested audience: Senior high, college, adult.

Part II. "LSD: Exploring Inner Space" interviews Dr. Walter N. Pahnke, Director of Clinical Sciences, Maryland Psychiatric Research Center in Baltimore and Assistant Professor of Clinical Psychiatry at Johns Hopkins University School of Medicine. Dr. Pahnke differentiates between casual use of LSD and its use in the highly controlled setting of psychotherapy. He describes how LSD can be gainfully used with patients. Suggested audience: Senior high (some), college, adult, professional.

Part III. "Marijuana: Sounds of the Scene." Marijuana users informally talk about their use of the drug. They go beyond common descriptions of the marijuana high to comments about the sociological aspects of marijuana: why the populace misunderstands a life style that does something like use marijuana for pure joy; marijuana's powers as an awareness drug; and the significance of the ritual of sharing marijuana. Suggested audience: Senior high, college, adult.

Part IV. "Facts vs. Fantasy," includes the voices of Joel Fort, M.D., Roger Smith, Ph.D. and Frederick Meyers, M.D. discussing some factual, some opinionated, some controversial questions of drug use and drug abuse. They discuss their definitions of drug abuse, offer some feelings about why drugs are abused and compare the illegality of some drugs with the legality of others. Suggested audience: College, adult.

EVALUATION: An overall observation of the entire record is that its unique perspective requires thorough familiarity of content on the part of the leaders as well as thorough audience preparation and follow-up. The information is designed to be primarily informative and thought-provoking. Some of it is controversial.

Part I. "Hope for the Addict." The information offers an important positive tone to counteract commonly accepted myths that heroin addiction is a hopeless state leading inevitably to death. Hook's comment about how much easier it is to experience withdrawal in a supportive atmosphere is particularly important. His story though, is not unlike experiences of many addicts. If the listeners are familiar with similar experiences, this interview won't offer much that is new. The information will be most relevant if listeners know how Odyssey House functions.

Part II. "LSD: Exploring Inner Space." Unless audiences are medical professionals, the information will be too sophisticated for most unless they are adequately prepared to hear about the experimental uses of LSD. The information can be helpful for LSD users to help insure cautious, controlled use of LSD. One panelist feels the information will promote use of LSD.

Part III. "Marijuana: Sounds of the Scene." These comments by marijuana users are realistic and credible. They cover topics that marijuana users talk about, but which few non-users think about. This section should be presented for what it is – a montage of opinions of people who have had good experiences with marijuana.

One reviewer feels the information overplays the use of marijuana as a way to be more sociable, more relaxed.

Part IV. "Fact vs. Fantasy." Most panelists feel that the information by the "experts" is pertinent and in good perspective, although they present some unpopular or controversial opinions for which audiences will have to be prepared.

Users of the section should be aware that listeners can be overwhelmed with the range of information being

covered. A written summary or outline will make follow-up discussion, as well as listening, more meaningful.

THE DRUG THREAT: YOUR COMMUNITY'S RESPONSE

Medium: *Filmstrips*

Year: *1970*

Audience: *Sr. high, college, adult; community groups*

Producer: *Guidance Associates*

Source: *Guidance Associates, 41 Washington Ave., Pleasantville, N.Y. 10570 (914) 769-7755*

Rental: *Not available*

Purchase: *$35.00 with records; $39.00 with cassettes*

Details: *Part I, 14 minutes, Part II, 16 minutes; color, sound (records or cassettes), discussion guide which includes: Some Thoughts Concerning Community Meetings on Drug Abuse, Suggested Ground Rules for a Community Meeting, A Checklist of Guidelines and Objectives for a Community Drug Program, Implementing the Community Program Through the Use of Committees, a drug glossary and a bibliography*

SYNOPSIS: The filmstrip combines live commentary by youthful drug experimenters, by specialists involved in various types of drug education programs, and by David E. Smith, M.D., Medical Director of the Haight-Ashbury Free Clinic, who is senior consultant for the filmstrip. In Part I young people from different regions of the U.S. describe the way many parents either refuse to admit the existence of a drug problem or are totally unaware of its existence in their community. Also discussed is the tendency for drug subcultures to form in those communities where communication has broken down between adults and youth or where the wrong kind of preventive action has been taken. Part II deals with the key organizing factors in a community drug program. Among the community programs represented are those in Los Angeles; San Francisco; El Paso, Texas; Moline, Illinois; and Bedford, New York.

EVALUATION: The program offers a rational, practical outline for communities who are planning a variety of programs in drug education, treatment or rehabilitation. While it does not describe in depth some realistic problems which are often encountered in community projects, the filmstrip offers valuable foresight and a good beginning point for planning groups. Sampling programs already in existence in a variety of communities gives a positive tone.

Several panelists note that the information defines the "drug problem" only as it relates to young people; the filmstrip does not deal with alcoholism or other adult drug problems. Another criticism is that the information does not distinguish between drug use and drug abuse, a point which community action groups will undoubtedly have to deal with. Some panel reviewers feel the program overplays the role of law enforcement.

* DRUGS: FRIEND OR FOE?

Medium: *Filmstrip*

Year: *1970*

Audience: *Kindergarten through third grade*

Producer: *Marsh Film Enterprises, Inc.*

Source: *Marsh Film Enterprises, Inc., 7900 Rosewood Dr., Shawnee Mission, Kan. 66208*

Rental: *Not available*

Purchase: *$15.00 with record; $18.50 with cassette*

Details: *15 minutes, color, 35 mm., sound (record or cassette); with teaching guide*

SYNOPSIS: Richard E. Davis, M.D., leads a discussion on drugs with a group of elementary children whose spontaneous comments are included in the filmstrip. The discussion is designed to create an awareness of the benefits of proper drug use and a knowledge of the dangers of drug misuse. Among the questions Dr. Davis asks the children are these: "Why should we take care of our bodies?" "Can drugs prescribed by a doctor be abused?" "What should you do if you take medicine by mistake?" "Why should we throw away old drugs?"

The 4-page teaching guide which accompanies the filmstrip identifies vocabulary used in the program which may be new to children and lists selected supplementary material for teachers and parents.

EVALUATION: This is a good teaching tool for the specified audience because the discussion is specific, to the point and uses suitable language. The question and answer approach is used to its best advantage to convey the information in an entertaining, informative way. Another good quality is the general tone of the doctor's discussion which is kindly and not preachy. The filmstrip's concentration on one basic theme is another strong point.

Some of the frames are unimaginative and repetitious. The program will be best utilized if supplemented with additional information and activities.

The data in the filmstrip is accurate with the exception of a reference to antibiotics as a remedy for colds.

DRUGS AND THE BODY

Medium: *Transparencies*

Year: *1969*

Audience: *Intermediate*

Producer: *DCA Educational Products, Inc. with the Food and Drug Administration*

Source: *DCA Educational Products, Inc., 4865 Stenton Ave., Philadelphia, Pa. 19144*

Rental: *Not available*

Purchase: *$61.35*

Details: *21 transparencies, color; with teaching manual*

SYNOPSIS: The cartoon transparencies emphasize basic concepts about general drug use including respect for drugs, the importance of following a physician's directions for prescribed drugs or the manufacturer's directions for over-the-counter drugs, and the danger of using two drugs simultaneously without medical supervision. Drugs are discussed in relation to the portions of the body they are designed to treat, such as drugs for the endocrine glands, drugs for the muscular system and drugs for the circulatory system.

EVALUATION: The program contains basic information which may be valuable at an elementary level but the transparencies are uninteresting and require an imaginative teacher or leader. References to specific substances such as depressants, anticoagulants and vasoconstrictors are overly technical for intermediate students. At the same time, the graphic style and the fact that much of the information is elementary makes the material unsuitable for a higher-aged group.

The information does give appropriate emphasis to the need for using good sense when dealing with drugs. It also places a good emphasis on dosage.

The material is accurate with a few exceptions. One of the transparencies refers to phenacetin, a substance no longer used in over-the-counter drugs. More recognition is needed of individual differences and other non-drug factors which affect drug response.

DRUGS IN OUR SOCIETY— ALCOHOL: DECISIONS ABOUT DRINKING

Medium: *Filmstrip*

Year: *1968*

Audience: *Jr. and sr. high*

Producer: *QED Productions, A Division of Cathedral Films, Inc.*

Source: *Singer (SVE—Society for Visual Education, Inc.), 1345 Diversey Parkway, Chicago, Ill. 60614*

Rental: *Not available*

Purchase: *$13.00 with record, $14.00 with cassette; complete set of six $51.50 with records, $57.00 with cassettes*

Details: *15 minutes, color, 35 mm., sound (record or cassette); with discussion guide*

SYNOPSIS: This is one filmstrip in the series "Drugs in Our Society." The filmstrip reviews the discovery and early uses of alcoholic beverages and discusses alcohol's chemistry and psychological effects. Tolerance, dependence, damage from chronic alcoholic use and alcohol as a social instrument are also discussed.

EVALUATION: The impact of important scientific information is lost because the material is overly technical, too lengthy and weighted with the message that all drinking is bad and will lead to accidents, crime, alcoholism or fatal diseases. If the data were closer related to issues of social drinking rather than chronic alcohol abuse, the filmstrip would be more relevant. The photographs date the material and generally are not attractive or entertaining.

The filmstrip is accurate for the most part. Recognition is given to individual differences in response to alcohol use and the relation of dose to response. The filmstrip presents a good review of alcohol's psychological effects.

The narration mistakenly says alcohol is not physically addicting. The alcoholic concentration in the blood depends not only on the physical size of the drinker, as the filmstrip states, but also on his age and the amount of food he has recently consumed. The material tends to overemphasize an association between alcohol use and crimes, violence and traffic accidents.

†DRUGS IN OUR SOCIETY— LSD: WORTH THE RISK?

Medium: *Filmstrip*

Year: *1968*

Audience: *Jr. high*

Producer: *QED Productions, A Division of Cathedral Films, Inc.*

Source: *Singer (SVE—Society for Visual Education, Inc.), 1345 Diversey Parkway, Chicago, Ill. 60614*

Rental: *Not available*

Purchase: *$13.00 with record, $14.00 with cassette; complete set of six $51.50 with records, $47.00 with cassettes*

Details: *13 minutes, color, 35 mm., sound (record or cassette); with discussion guide*

SYNOPSIS: This is one filmstrip in the series of six called "Drugs in Our Society." The filmstrip begins with a history of LSD's discovery. It defines hallucinations and discusses early experiments and recreational uses of LSD. The potential danger of the drug's use, its side effects, and its physical effects are discussed. The information refers to personality deterioration and the question of creativity with LSD. The filmstrip concludes with a discussion of the unanswered issues concerning LSD.

EVALUATION: The filmstrip's presentation of the effects of LSD and the dangers involved relies on extreme occurrences and is therefore imbalanced. For example, the narration implies that LSD as a drug produces severe mental illness, long disturbances of mental functions, or flashbacks which occur "years" after taking the drug. LSD use has, it states, "definite physical dangers," including potential for damaged chromosomes which may lead to deformed children and changes in the blood cells which resemble some fatal blood cancers. Because medical evidence has not proved this, such statements should be qualified. The script misleadingly uses such terms as "hooked on LSD" and "LSD poisoning."

†DRUGS IN OUR SOCIETY— MARIJUANA: A FAD?

Medium: *Filmstrip*

Year: *1968*

Audience: *Jr. high*

Producer: *QED Productions, A Division of Cathedral Films, Inc.*

Source: *Singer (SVE—Society for Visual Education, Inc.), 1345 Diversey Parkway, Chicago, Ill. 60614*

Rental: *Not available*

Purchase: *$13.00 with record, $14.00 with cassette; complete set of six $51.50 with records, $57.00 with cassettes*

Details: *10 minutes, color, 35 mm., sound (record or cassette); with discussion guide*

SYNOPSIS: This is one filmstrip in a series of six called "Drugs in Our Society." This filmstrip begins with a review of the historical use and spread of marijuana. Information includes the botany and growth of *Cannabis,* its use as a hallucinogen, its physical and psychological effects, and how it is taken into the body. Other drugs, such as LSD, mescaline and peyote are also briefly discussed.

EVALUATION: The discussion equates all forms of *Cannabis* with marijuana without distinguishing differences in potency. The filmstrip incorrectly states that marijuana consists of the stems (among other parts) of the hemp plant. In its discussion of the effects of marijuana, the script ignores any references to dosage. The effects described are more relevant to LSD than to marijuana. The narration overemphasizes the marijuana user's "suggestibility" which may lead to violent acts if the individual has "basic personality problems."

†DRUGS IN OUR SOCIETY— NARCOTICS: USES AND ABUSES

Medium: *Filmstrip*

Year: *1968*

Audience: *Jr. high*

Producer: *QED Productions, A Division of Cathedral Films, Inc.*

Source: *Singer (SVE—Society for Visual Education, Inc.), 1345 Diversey Parkway, Chicago, Ill. 60614*

Rental: *Not available*

Purchase: *$13.00 with record, $14.00 with cassette; complete set of six $51.50 with records, $57.00 with cassettes*

Details: *10 minutes, color, 35 mm., sound (record or cassette); with discussion guide*

SYNOPSIS: This is one of six filmstrips in the series "Drugs in Our Society." This filmstrip relates how opium is obtained from the poppy plant and how opiate drugs affect the body. The narration discusses "addiction" and "tolerance," as well as the black market of opium and heroin, the life of a heroin addict, and the relation between crime and addiction. Treatment and rehabilitation methods are reviewed.

EVALUATION: The script incorrectly says opium is not a medicine, and that morphine and codeine are created by slight chemical modifications of opium. The narration states that the danger of addiction by prescription drugs was not realized until 1920, contradicting the previous statement referring to the Harrison Narcotic Act, passed in 1914, which required prescription orders for most narcotics. The discussion on heroin addiciton says the addict "soon requires huge quantities" of heroin and sometimes gets "desperately ill" from the drug. It states that a "psychological weakness" prompts addicts to turn to heroin "in the first place."

The filmstrip is inconsistent and oversimplified. It does not recognize that many "effects" of a drug have little to do with the drug itself rather than the individual user and his surroundings. This filmstrip, unlike the others which precede it in the series, emphasizes the social and criminal aspects of drug use rather than medical or pharmacological aspects.

†DRUGS IN OUR SOCIETY— RX: NOT FOR KICKS

Medium: *Filmstrip*

Year: *1968*

Audience: *Jr. high*

Producer: *QED Productions, A Division of Cathedral Films, Inc.*

Source: *Singer (SVE—Society for Visual Education, Inc.), 1345 Diversey Parkway, Chicago, Ill. 60614*

Rental: *Not available*

Purchase: *$13.00 with record, $14.00 with cassette; complete set of six $51.50 with records, $57.00 with cassettes*

Details: *9 minutes, color, 35 mm., sound (record or cassette); with discussion guide*

SYNOPSIS: This is one of six filmstrips in the series "Drugs in Our Society." The filmstrip refers to the action of drugs on the body and the misuse of prescribed drugs. It reviews the effects and potential dangers of sedatives, tranquilizers and stimulants.

EVALUATION: The filmstrip confuses tolerance with addiction in terms of symptoms, behavior and the conse-

quences of each. "Addiction" is inadequately defined as a "chronic state of intoxication" from repeated drug use. The discussion of barbiturates incorrectly implies that they act primarily on the cortex and that tolerance builds up quickly. The information on amphetamines incorrectly states that these stimulants act on the brain's cortex and that they are currently used to cheer up depressed patients and correct behavior disorders. The narration also says excessive amounts of amphetamines can cause convulsions, but this is a very rare phenomenon. The discussion tends to associate excessive amphetamine use with illegality, which ignores the fact that legal drugs are also used excessively. The information on methamphetamine (Methedrine) implies that infections and abscesses are caused by the drug rather than by the use of dirty needles.

DRUGS IN OUR SOCIETY— TOBACCO: THE HABIT AND THE HAZARDS

Medium: *Filmstrip*

Year: *1968*

Audience: *Intermediate, jr. and sr. high*

Producer: *QED Productions, A Division of Cathedral Films, Inc.*

Source: *Singer (SVE — Society for Visual Education, Inc.), 1345 Diversey Parkway, Chicago, Ill. 60614*

Rental: *Not available*

Purchase: *$13.00 with record, $14.00 with cassette; complete set of six $51.50 with records, $57.00 with cassettes*

Details: *13 minutes, color, 35 mm., sound (record or cassette); with discussion guide*

SYNOPSIS: This filmstrip is one of six in the series entitled "Drugs in Our Society." The information on this filmstrip includes a historical review of the practice of smoking, including its recently recognized dangers, and a review of the respiratory tract and the body's protective devices. The discussion covers tobacco-related diseases, the chemical composition of smoke and nicotine, and the smoking habit.

EVALUATION: The material presents accurate, well-documented information which is important for many age groups. The combination of photographs and cartoons makes it useful for audiences spanning a wide age-range; however, its emphasis on technical language will be confusing for younger children. The pace of the filmstrip, some of the illustrations and the narrator's monotone voice detract from the effectiveness of the material.

The filmstrip says the decision to smoke is an individual one. Its information, however, is slanted against smoking. The narration should admit its bias in the beginning, and then proceed to support its viewpoint. It would be helpful if the information on aids for the smoker who is trying to stop were discussed more completely.

The filmstrip is accurate, although in the discussion of the hazards of smoking, the references misleadingly imply that smoking is the sole cause of some of the diseases mentioned, such as emphysema and lung cancer. Statistical comparisons between occurrences of such diseases between smokers and non-smokers would be useful.

†GLUE SNIFFING: BIG TROUBLE IN A TUBE

Medium: *Filmstrip*

Year: *1969*

Audience: *Intermediate, jr. high*

Producer: *Texas Alcohol Narcotics Education, Inc.*

Source: *TANE Press, 2814 Oak Lawn Ave., Dallas, Tex. 75219*

Rental: *Not available*

Purchase: *$10.95*

Details: *8 minutes, color, 35 mm., sound (record)*

SYNOPSIS: The cartoon filmstrip discusses the reasons why people sniff glue and what effects are produced. The dangers involved with glue sniffing are reviewed. The narration offers several examples of undesirable behavior which are attributed to glue sniffing. The discussion also focuses on what parents and children can do about the problem of glue sniffing.

EVALUATION: The filmstrip contains overgeneralizations and exaggerations. It uses the most serious consequences of glue sniffing as a basis to predict typical reactions. For example, the narration refers to unusual cases involving homocides, suicides and other types of violence as if these are common results of glue sniffing. The narration does not distinguish between low and high doses of glue. It confuses repeated use of glue on different occasions with progressively higher doses on one occasion. The script implies incorrectly that physical dependence will result from glue sniffing and states that the habit can lead to "more serious addictions." A reference is made to "marijuana or the heavier narcotics," mistakenly classifying marijuana with narcotics. The narrator mispronounces the term "hallucinogen."

HEALTH EDUCATION SERIES—DRUGS

Medium: *Filmstrips*

Year: *1969*

Audience: *Intermediate, jr. high*

Producer: *D.C. Heath and Company*

Source: *D.C. Heath and Company, 2700 N. Richardt Ave., Indianapolis, Ind. 46219*

Rental: *Not available*

Purchase: *$200.00*

Details: *Set of 10 filmstrips with 10 records, color, 35 mm., sound; with teacher's guide*

SYNOPSIS: The filmstrips, composed of photographs and cartoons, are available as a set with a teacher's guide and student "score sheets" which correspond to the multiple choice questions posed throughout the narration. The introductory filmstrip presents an overview of drug abuse problems, notes similarities between the drugs which are covered in the series, and discusses factors which influence short-term and long-term responses to drugs. The introduction also covers legal controls over drugs and individual responsibility in making decisions about drug use. The filmstrips on the various drugs (barbiturates, amphetamines, marijuana, LSD, LSD-type drugs and narcotics) cover such topics as legitimate uses of the drugs, short-term and long-term effects, a survey of the drugs' general uses or abuses, and factors young people should consider when making decisions about drug use. The final two filmstrips review the previous material and discuss drug use from the viewpoint of student interest and concerns.

EVALUATION: The series presents much valuable information on drugs. The material is basic, unbiased and up-to-date. Unfortunately, the filmstrips are slow-paced and uninteresting. The material tends to become dull because the same format—information interspersed with questions and answers—is followed for the entire series. The unimaginative style makes the series too simplistic for most teen-agers although the information is appropriate for them. The set has potential use as a supplement to other material.

Overall, the series presents information on drugs with a good perspective. It recognizes non-drug factors when describing drug effects. It places alcohol in a logical context and gives good definitions of psychological dependence, tolerance and physical dependence.

The narration mistakenly says that "any drug can be habit forming," and that the major effect of some drugs discussed is an "alteration of the mind," an observation which does not consider a dosage factor. The material does not fully distinguish between major and minor tranquilizers.

HOW SAFE ARE OUR DRUGS?

Medium: *Transparencies*

Year: *1968*

Audience: *Primary, intermediate*

Producer: *DCA Educational Products, Inc. with the Food and Drug Administration*

Source: *DCA Educational Products, Inc., 4865 Stenton Ave., Philadelphia, Pa. 19144*

Rental: *Not available*

Purchase: *$54.75*

Details: *22 transparencies, color; with teaching guide*

SYNOPSIS: The material defines "drugs" and discusses why marketed drugs are regulated for safety. The processes of the Food and Drug Administration's pre-marketing approval of a new drug and the preparation of essential labeling information is outlined. Some information is presented about those responsible for the safety of a drug product.

EVALUATION: The information will be useful only to those who wish to know about some of the FDA's functions. The transparencies are ineffectual and not likely to communicate much useful information to a general audience.

The information is accurate although a reference to FDA approval to all new types of marketed drugs is unclear. The reference should indicate that the approval is granted to a particular drug, not to every individual batch of that drug manufactured, except for certain classes which should be mentioned.

*LET'S TALK ABOUT DRUGS

Medium: *Filmstrip*

Year: *1969*

Audience: *9- and 10-year-olds; all economic classes*

Producer: *Multi-Media Productions, Inc.*

Source: *Multi-Media Productions, Inc., P.O. Box 5097, Stanford, Calif. 94305*

Rental: *Not available*

Purchase: *$49.50*

Details: *In 2 parts, 36 minutes, color, 35 mm., sound (records); with teaching guide which includes the complete script, suggested teacher readings and discussion topics.*

SYNOPSIS: The guide which accompanies the program lists five questions which form the core of the program: "What is a drug?" "Why are drugs different from other things taken into the body?" "What kinds of drugs are there?" "Why do people take drugs?" and "What do drugs do?" The subject of drug use is introduced with a discussion of how people differ and how their emotional and physical needs, as well as the ways they choose to satisfy those needs will vary. In its definition of a drug, the program reviews the basic biochemical process by which drugs cause changes. A wide variety of drugs is discussed, including coffee and tea, medicinal and mind-altering substances. The kinds of effects that result from drug groups whose action is depressant, stimulant or a combination of these are discussed. Variable factors which determine effects are discussed, including the dosage, the setting, the reason for taking the drug, and individual biochemical differences.

One of the two records, designed for teachers or parents, interviews Sanford J. Feinglass, Ph.D., who is consultant to the project. In the record Dr. Feinglass talks about the objectives of drug education, teacher training, the role of the students and evaluation of the drug program.

EVALUATION: Several factors help make this program effective. The information is sectioned so that the program

can be viewed in intervals, allowing time for integrated discussions and flexibility for using the program over an extended period of time. The filmstrips use multi-ethnic groups which add authenticity to the scenes. The information is presented in an objective, low-keyed manner, which does not preach at children but urges them to make their own decisions about drugs. The material presents a good perspective of drugs and their effects. The discussion on dosage, while accurate, tends to confuse potency of drug preparation with dose. The narration incorrectly states that "All drugs can be habit forming."

The narrator's voice tends to become monotonous. The photography in some of the frames is of poor quality and detracts from the program's effectiveness.

LSD: THE ACID WORLD

Medium: *Filmstrip*
Year: *1969*
Audience: *Jr., sr. high; suburban*
Producer: *Guidance Associates*
Source: *Guidance Associates, 41 Washington Ave., Pleasantville, N.Y. 10570*
Rental: *Not available*
Purchase: *$35.00 with records; $39.00 with cassettes*
Details: *In 2 parts, 34 minutes, color, 35 mm., sound (record or cassette); with Discussion Guide*

SYNOPSIS: In Part I, viewers share with an 18-year-old his feelings as he considers using LSD. He weighs comments from LSD users who describe their good and bad trips, medical authorities who discuss physical and psychological effects and a dealer who explains how LSD is processed and distributed. In Part II, the boy tries LSD at a party. He describes the first vivid sensations and later, his fears and confusions. Comments from physicians explain why LSD users sometimes panic.

EVALUATION: The information presents arguments which urge as well as discourage LSD use, with the idea of letting viewers make their own decisions, but the information is weighted with negative viewpoints. Some of the frames are attractive but too often they have little relationship to the narration. The filmstrip is too long; the second half in particular is repetitive and trite. The simulation of the boy's bad trip in the end is over-dramatized.

The filmstrip is scientifically accurate with a few exceptions. Overgeneralized statements imply that marijuana use leads to LSD or that use of LSD leads to other drugs. Some unique, individual reactions to LSD use, as presented, imply that these reactions are common. An LSD user is quoted as saying he could not graduate from school because he used LSD three or four times a month. Describing LSD as an "atom smasher of the mind" and "psychologically addicting" is using misleading overgeneralizations. The information on chromosomal damage should be qualified since present data regarding LSD use and resulting chromosomal damage is inconclusive. References to Federal laws concerning LSD are dated. LSD is now controlled by the U.S. Bureau of Narcotics and Dangerous Drugs.

†LSD: TRIP OR TRAP?

Medium: *Filmstrip*
Year: *1969*
Audience: *Jr. and sr. high*
Producer: *Texas Alcohol Narcotics Education, Inc.*
Source: *TANE Press, 2814 Oak Lawn Ave., Dallas, Tex. 75219*
Rental: *Not available*
Purchase: *$10.95*
Details: *10 minutes, color, 35 mm., sound (record)*

SYNOPSIS: The cartoon filmstrip defines hallucinogens and refers to substances in the class, some more powerful, some less powerful than LSD. LSD's historical background and its properties are discussed. Based on a study of 114 LSD users, the filmstrip profiles a "typical" user. The narration then discusses the dangers of LSD use and refers to the possibility of long-term mental disorders, recurring effects, chromosome deformity and death.

EVALUATION: The material overgeneralizes. Although it refers to "authorities" and to "scientific evidence" no such evidence is presented to support its overgeneralized statements. Some of the overgeneralizations include the following statements: "LSD has already caused more genetic damage than the atomic bomb." "STP is four times as potent as LSD." LSD is known to cause "many suicides and homocides." The average LSD user "had an almost uniformly bad experience" with the drug. "Mounting evidence" suggests LSD can cause convulsions and leukemia.

†MARIJUANA: DON'T TRY IT

Medium: *Filmstrip*
Year: *1970*
Audience: *Primary, some intermediate*
Producer: *Curriculum Studios, Inc.*
Source: *Curriculum Studios, Inc., 136 Main St., Westport, Conn. 06880, (203) 227-1220*
Rental: *Not available*
Purchase: *$14.50*
Details: *4 minutes, color, 35 mm., sound (record), teacher's guide*

SYNOPSIS: The narration explains what marijuana is and says people use it because it changes the way they feel and think. The trouble with marijuana comes, the script says, when people think they are stronger, smarter or nicer than they really are, or are acting. The issue of illegality is mentioned. The filmstrip discusses alternative ways in which children can achieve the changes that marijuana can only make them feel they are achieving. It closes with an invitation to discuss the information with the teacher.

EVALUATION: A refreshing, straightforward approach is marred with the unrealistic reasons set out for not using marijuana.

Saying marijuana will make you "not nice" and give a false sense of intelligence so that you won't study is unconvincing. Unfortunately, this detracts from the filmstrip's honest admitting of its bias and the simple, to-the-point language it uses.

The final comments provide a good introduction to a class discussion. One panelist suggests that students who view it should compare the information in the filmstrip with what they've heard from their friends and discuss the comparison.

* MARIJUANA: WHAT CAN YOU BELIEVE?

Medium: *Filmstrip*

Year: *1969*

Audience: *Sr. high, college, adults; suburban*

Producer: *Guidance Associates*

Source: *Guidance Associates, 41 Washington Ave., Pleasantville, N.Y. 10570*

Rental: *Not available*

Purchase: *$35.00 with records; $39.00 with cassettes*

Details: *In 2 parts, 32 minutes, color, 35 mm., sound (record or cassette); with discussion guide which includes the script for both parts of the program, questions for discussion, a drug chart, a glossary and a bibliography.*

SYNOPSIS: Part I is built around comments by David Smith, M.D., Medical Director of the San Francisco Haight-Ashbury Clinic. Dr. Smith defines marijuana use as a political-legal-cultural problem rather than a major health issue. He says marijuana neither enhances creativity, nor does it act like a narcotic. There is nothing in the pharmacology of marijuana that leads to any other drug, yet there is often a cultural association between it and other drugs. Dr. Smith explores the relationship of marijuana to other drugs, the legal restrictions on possession and sale of marijuana, and its impact on cultural and social youth norms. In Part II five teen-agers relate some of their experiences with marijuana and other drugs. The five include a "head," an ex-user, a "social" smoker, one arrested for possession of marijuana and another who moved from marijuana to other drugs.

EVALUATION: Dr. Smith's discussion is rational and honest. His factual data is delivered without moralizing. The information should help clear confusion and misinformation on some issues of marjiuana use. One criticism of the discussion is its length and its attempt to cover too much information. If it were better organized, a discussion leader could divide it into segments. The photos are interesting and attractive; however, some have little relation to the narration which accompanies them.

Part II is more entertaining than Part I because more people participate in the narration. The experiences related are interesting and bring out valid problems associated with marijuana use. While these experiences appear to be realistic, they are not representative of marijuana use in general because most of the situations recalled are unfortunate ones. If the young people did not have such negative viewpoints regarding marijuana use, their opinions would be more credible.

The program places a good emphasis on marijuana as a social issue rather than a drug issue. It also does an excellent job of discussing the variations of strength of marijuana and the roles the personality and environment play in an individual's reaction to using marijuana.

The classification of marijuana as a "hypnotic-sedative" should be presented as an opinion held by some rather than a fact since marijuana contains a variety of active ingredients with varying types of pharmacological action.

†THE PIED PIPERS

Medium: *Filmstrip*

Year: *1969*

Audience: *See Evaluation*

Producer: *Constructive Action, Inc.*

Source: *Constructive Action, Inc., P.O. Box 4006, Whittier, Calif. 90607*

Rental: *Not available*

Purchase: *$30.00 with record or tape; $32.00 with record and tape*

Details: *30 minutes, color, 35 mm., sound (record or tape)*

SYNOPSIS: Designed to call attention to the "antiestablishment" forces in our society, the filmstrip says that mass media, including films, newspapers, magazines, radio and television, drug lyrics, bumper stickers and posters, is promoting use of drugs, pornography, sex and a revolutionary movement. The information warns of potential destructive powers of a myriad of things, from the peace symbol to *Esquire* Magazine to sex education. It calls for young people and parents to join a local group or help form one to restore decency.

EVALUATION: The information inaccurately states without qualification that LSD is known to cause chromosome

damage and that marijuana causes mental and physical damage. The narration seems to use the terms drugs, narcotics, LSD and marijuana interchangably and could easily confuse listeners who don't know that LSD and marijuana are not narcotics. The written script which accompanies the filmstrip contains misspellings of several drugs and indicates that the program's statistics on drug use and its consequences have been taken entirely from popular magazines such as *Look* and *Life*, newspapers and the underground press.

The script's comments on a variety of current social phenomena contain many undocumented statements: "Forces outside the home are communicating directly with young Americans, in a language designed to be understood by young people and *not* understood by parents." Motion pictures and television share in shaping "favorable" attitudes toward narcotics and sex. Sensitivity training was used on our soldiers in the Korean War and called "brainwashing." Many college professors and high school teachers use their jobs to "fight the establishment and promote the misuse of sex and drugs." The majority of young people who experiment with drugs experience "overwhelming psychological trauma."

The goal of this filmstrip apparently is to produce behavior reactionary to "antiestablishment" forces. The panel recommends that the filmstrip be evaluated in relation to its appropriateness for a specific audience. Several reviewers suggest that the filmstrip is more appropriate for a study in propaganda than it is for drug education.

EVALUATION: The slides and script present specific, well-organized information on a variety of drugs and will be useful when technical information is desired. The slide medium offers the alternatives of easily using certain slides or portions of the entire set for specific purposes. The set can be updated easily by replacing certain slides when necessary.

The program makes no attempt at being entertaining or dramatic, and tends to be uninteresting. Many of the slides add little to the narration. The frequency of the slides is uneven, with some slides appearing on the screen only briefly. Because the information is technical, it is especially suitable for professional audiences. When shown to lay audiences, it should be presented by a competent leader.

The program is accurate although some implications may be misleading. The discussion tends to perpetuate the idea that chemical substances in and of themselves cause certain reactions, without considering individual differences, dosage, or setting. The statement that an amphetamine "kick" will distort the concept of right or wrong needs qualification. Terminology for classification of some substances is questionable, such as labeling glue and solvents "deliriants" and marijuana as a hallucinogen. The script also refers to barbiturates as having a "completely opposite effect" on the brain from amphetamine action, a statement which could be disputed.

NOTE: The Pharmaceutical Manufacturers Association reports that it has revised The Problem of Drug Abuse, incorporating the changes suggested in the above evaluation.

THE PROBLEM OF DRUG ABUSE

Medium: *Slides*

Year: *1970*

Audience: *College, adults*

Producer: *Pharmaceutical Manufacturers Association*

Source: *Pharmaceutical Manufacturers Association, 1155 15th St., N.W., Washington, D.C. 20005*

Rental: *Not available*

Purchase: *$15.00*

Details: *77 slides, color, 35 mm., with printed script*

SYNOPSIS: The introductory script reviews some of the reasons why people misuse drugs. The drugs discussed include deliriants (glue, gasoline, lighter fluid), hallucinogens (marijuana, THC, peyote, mescaline, LSD), stimulants (amphetamines, cocaine) sedatives (barbiturates, minor tranquilizers) and narcotics (opium, morphine, codeine, paregoric). The discussion covers the historical background of some of the substances, their legitimate uses, how the drugs are taken into the body, how they affect the body, what dangers are involved, and what results can be expected from long-term abuse.

* SCHOOL HEALTH EDUCATION STUDY— CONCEPT #9: USE OF SUBSTANCES THAT MODIFY MOOD AND BEHAVIOR ARISES FROM A VARIETY OF MOTIVATIONS

Medium: *Curriculum with transparencies*

Year: *1968*

Audience: *K-12 (Level III for jr. high—see synopsis)*

Producer: *School Health Education Study*

Source: *3M Company, Box 3100, 3M Center, St. Paul, Minn. 55101*

Rental: *Not available*

Purchase: *$35.00 per set of 20 visuals. The Concept #9 series contains a total of 19 sets; Level III contains 5 sets; Teaching-Learning Guides are $3.00 per level; Teacher-Student Resources Book is $3.00.*

SYNOPSIS: This series is one of ten concept areas in the comprehensive health education program known as the School Health Education Study. Each of the ten areas is a complete kindergarten through twelfth grade curriculum which uses transparencies. "Use of Substances That Modify Mood and Behavior" is based on the concept that an individual's behavior and mood may be modified if alcohol, tobacco, amphetamines, tranquilizers, coffee and similar beverages, hallucinogens, and other substances are used.

The resulting changes may be harmful or beneficial. Many variables underlie the use of such substances, including social reasons, personal needs, psychological motives, and other pressures and circumstances.

This audiovisual was evaluated at a time when the two-panel review procedure was used. The scientific review panel evaluated the total K-12 program for Concept #9; the communications review panel evaluated portions of the total program but concentrated on Level III (7th through 9th grades).

Level III deals with decisions about behavior which confront the early adolescent as he establishes himself as an individual growing into adulthood. The material for this level assumes that most young adolescents will try some substances that modify mood and behavior, particularly tobacco and some alcohol. It attempts to make the experimenter aware of the range and variety of modification that can result. The program places emphasis on why certain people might try drugs and on the reasons behind use, misuse, and nonuse, rather than on the nature of the substances themselves.

EVALUATION: It is evident that the total program has been carefully planned and professionally organized. One of its strongest points is its utilization of the "conceptual approach." Each idea studied is part of the total concept of health education; also, the behavioral concepts studied at one level have reinforcements at earlier and later levels in the curriculum. Another strong point of the program's organization is that it takes into account the individual differences of students and communities and provides flexibility so that teachers can work with the differences. Also important is the amount of student involvement in the program, in discussions and activities, and in the problem-solving techniques which the program incorporates.

The program's success will be determined by a teacher's creativity in presenting it, rather than by the transparencies which are a small portion of the total program. By themselves, the transparencies are undramatic and not likely to excite students. The drawings are more appropriate for a younger audience than the junior high age.

In general the program is well-balanced. It gives a good perspective to alcohol, smoking and illicit drug use. It distinguishes between reasons for trying and reasons for continuing to use drugs. The program introduces the concept of "risk-benefit" as a value judgment. Due attention is paid to the influence of dose, individual variability in response to drugs, and the importance of social and cultural factors.

Several references to the legality of marijuana and heroin, while they do not make incorrect statements, may leave incorrect impressions. The Teaching-Learning Guide for Level II states that marijuana is illegal "mostly because it has been seen as a 'stepping stone' to the use of heroin." The same guide later makes a statement, which is repeated in Level IV, that heroin is illegal because it has no medical use. This ignores the use of heroin in medical practice in other countries.

†THE STORY OF JOE: A CASE HISTORY OF DRUG ABUSE

Medium: *Filmstrips*

Year: *1970*

Audience: *Sr. high; teacher training*

Producer: *Bruner Productions*

Source: *Westinghouse Learning Corporation, 100 Park Ave., New York, N.Y. 10017, (212) 983-5173*

Rental: *Not available*

Purchase: *$87.50*

Details: *Six filmstrips, each 15 minutes, color, 35 mm., sound (six records); 15-page teacher's guide accompanies the set*

SYNOPSIS: Joe's story is told from three viewpoints: his own, his mother's and the psychologist's at the hospital where Joe is a patient while on probation for possessing marijuana. The series reviews Joe's relatively happy childhood in a New York City suburb, covers his school activities, and establishes his feelings towards his parents, in particular the resentment he feels towards his father. After graduating from high school, Joe starts experimenting with marijuana and later tries LSD and pills. He feels he has no serious drug problem since he is not using heroin. Eventually Joe understands, as a result of his sessions with the psychologist, that his family relationships cause many of his problems. He continues to use drugs, even while on probation, until an unpleasant drug experience.

EVALUATION: Joe's story seems to say that his problems lead him to use drugs, and at the same time that drugs, marijuana in particular, cause his problems. While elements of truth may be found in both statements, the premises oversimplify motivations for drug use. The story's concentration on marijuana will reinforce the fears that many parents now have towards marijuana use, while tuning out young people because of the strong association between Joe's problems and his use of marijuana.

Several references in the narration are scientifically questionable. Joe says, "Once you start bending your mind, it stays bent." The psychologist uses the misleading term "psychologically addictive" in reference to marijuana, LSD and amphetamines. Since occurrences of extreme LSD flashbacks are rare, it is likely that Joe's final drug experience is not an LSD flashback, as he describes it, but perhaps is caused when he unknowingly takes another hallucinogen.

The panelists viewed the six filmstrips in one sitting and understandably feel it is too long; however, some believe that even if used in parts, as it is designed, the story moves slowly.

A noteworthy plus is the story's realistic description of the legal difficulties marijuana use and possession can bring.

†THE USE AND MISUSE OF DRUGS

Medium: *Transparencies*
Year: *1968*
Audience: *Jr. and sr. high*
Producer: *DCA Educational Products, Inc. with the Food and Drug Administration*
Source: *DCA Educational Products, Inc., 4865 Stenton Ave., Philadelphia, Pa. 19144*
Rental: *Not available*
Purchase: *$59.75*
Details: *20 transparencies, color; with teaching guide*

SYNOPSIS: The program describes the use and misuse of prescription and over-the-counter drugs, especially the stimulants and depressants. Facts about the hallucinogens and their abuse are also included. The accompanying guide outlines the powers that the Food and Drug Administration has to protect society from the abuse of these drugs, and briefly discusses narcotics.

EVALUATION: Several references to Federal laws are out-of-date; for example, the script states that no Federal law exists against possession of LSD. This has not been true since early 1968. The discussion of social problems which are created by drug abuse is overgeneralized. Occasional reactions to drug use are discussed as though they are common effects to be expected, producing a distorted picture of drug use. Important factors such as dose or individual reactions are omitted.

†WHY NOT MARIJUANA?

Medium: *Filmstrip*
Year: *1969*
Audience: *Intermediate, jr. high*
Producer: *Texas Alcohol Narcotics Education, Inc.*
Source: *TANE Press, 2814 Oak Lawn Ave., Dallas, Tex. 75219*
Rental: *Not available*
Purchase: *$10.95*
Details: *10 minutes, color, 35 mm., sound (record)*

SYNOPSIS: The cartoon filmstrip discusses such questions as "What is marijuana?" "How common is its usage?" "Where is it grown?" "What does it look like?" "What are its effects on the body and mind?" Other aspects of marijuana use are discussed, including whether or not it leads to other drugs; if there is a relation between marijuana use and crime; if marijuana will cause psychosis and whether or not it is addicting. Comparison is made between marijuana and alcohol in terms of use and potency. The conclusion states that until more information is available concerning marijuana's long-range effects, a relevant question for young people thinking about trying the substance is "Why marijuana?"

EVALUATION: The filmstrip overgeneralizes and presents extreme cases as typical reactions to marijuana use. For example, the script emphasizes such physical reactions as "irritability, excitability and even violence" when describing effects of marijuana. While the narration points out that these effects happen only to some, the cartoons play on the extreme cases; they picture a man acting strangely in public, walking off a roof, or about to cause a car accident. The narration says marijuana users may "commit acts they normally would not do." The discussion on using marijuana while driving is exaggerated and implies that driving is always very dangerous after taking marijuana. Some of the data is dated, in particular the statistics regarding marijuana use. The comparison between marijuana and alcohol confusingly states that marijuana is "definitely stronger than alcohol and even barbiturates" if both are compared "at the upper end of the curve." The discussion in general tends to attribute reactions solely to the substance itself rather than to individual reactions or outside influences.

YOU GOTTA' EVEN OPEN YOUR EYES

Medium: *Filmstrip*
Year: *1969*
Audience: *Sr. high, parents; suburban*
Producer: *Design Center Inc., for United Methodist Board of Christian Social Concerns*
Source: *Service Dept., Board of Christian Social Concerns, United Methodist Building, 100 Maryland Ave., N.E., Washington, D.C. 20002*
Rental: *Not available*
Purchase: *$15.00 ($9.50 to church-related organizations)*
Details: *20 minutes, color, 35 mm., sound (record), leader's guide*

SYNOPSIS: Donnie and Frannie, middle-class teen-agers, relate the true story of how drugs (marijuana, LSD and heroin) became the center of their lives. Eventually Donnie is referred to a hospital for treatment; Frannie is arrested for selling drugs. The second portion of the filmstrip consciously evaluates the material's potential for communicating to young people about drugs. Discussions with the director of the filmstrip, with the two young people who play the roles of Donnie and Frannie, and with the actual Frannie and her mother, revolve around questions about why people use drugs, what it does to them, and how drug abuse can be prevented.

The filmstrip uses no professional actors. Some of the scenes are repeated in the film "Anything for Kicks."

EVALUATION: The filmstrip presents a good example of drug abuse in a middle-class suburban setting. Frannie is able to describe her life on drugs in a realistic manner without glamorization. The filmstrip has good potential for promoting discussion. The photography is excellent. The filmstrip presents a realistic story of middle-class involvement with drugs.

However, the purpose of the filmstrip is unclear, in part because the format is confusing. The introduction lacks identification of the speakers and the setting. There is little continuity between segments of the filmstrip which involve different settings. At times it is hard to know who is speaking; is it the "real" Frannie, or the girl who plays Frannie? The sound is poor, making the speakers sometimes hard to hear. The extremely fast pace of the first part of the sound track adds to the confusion by making synchronization between the sound and the visual frames difficult when the filmstrip is operated manually.

This evaluation was performed under Contract #HSM-42-70-26 from the National Institute of Mental Health, Department of Health, Education and Welfare. Publication of this evaluation does not in any way imply or constitute an endorsement by the National Institute of Mental Health.

This book was prepared by Gayle Krughoff, Project Director, and Joanne Platt, Staff Assistant.

The National Coordinating Council on Drug Education will appreciate responses from readers who have used this evaluation. Your comments and suggestions will help us in our continuing evaluation.

More Recommended Films

Printed evaluations of these films, which have been reviewed under the contract or by the Council staff, are not yet available but will appear in future supplements of *Drug Abuse Films.*

THE COMMUNITY AS THE DOCTOR

Audience: *College, adult; community groups*

Source: *Rental: National Coordinating Council on Drug Education, 1211 Connecticut Ave., N.W., Suite 212, Washington, D.C. 20036*

Purchase: Dick Ham Productions, 459 Hamilton Ave., Palo Alto, Calif. 94301

Rental: *$20.00*

Purchase: *$345.00*

Experiences of a citizens committee on drug abuse in Pittsburg, California, offer practical guidelines for drug abuse action in any community. Comprehensive and timely, this film, in the opinion of the National Coordinating Council, offers the most valuable advice to similar community action groups.

THE EFFECTIVE TEACHER: DRUG EDUCATION

Audience: *Teachers, administrators, drug education coordinators*

Source: *Guidance Associates, 41 Washington Ave., Pleasantville, N.Y. 10570*

Rental: *Not available*

Purchase: *$75.00*

Four-part sound filmstrip offers basic information for drug education teachers as well as comments on various ways of teaching drug information, and the teacher's response to drug-related situations.

FLIP CITY: THE PSYCHOTROPICS AND YOU

Audience: *Jr., sr. high, college, adult*

Source: *VTR Productions, Ltd., 1249 Field St., Ottawa, Ontario, Canada*

Rental: *Not available*

Purchase: *$500.00*

A documentary look at drug issues through interviews of high school and college students, a street clinic director, college faculty, a judge, a doctor and a law enforcement officer, among others.

NOT THE GIANT NOR THE DWARF

Audience: *Sr. high, college, adult; drug education and mental health programs, training programs, communities where therapeutic centers may be developed*

Source: *NBC Educational Enterprises, 30 Rockefeller Plaza, New York, N.Y. 10020*

Rental: *$26/three days*

Purchase: *$530.00*

Inside view of residents and the rehabilitative process at Gateway House, a therapeutic community in Chicago.

US

Audience: *Sr. high through adult*

Source: *Churchill Films, 662 N. Robertson Blvd., Los Angeles, Calif. 90069*

Rental: *Contact Churchill Films*

Purchase: *$295.00*

Portrays the "us" in today's drug-consuming world: housewives discussing their use of amphetamines, martini-drinking businessmen deploring their wives' use of diet pills, students getting drunk on beer.

BACKGROUND ON THE NATIONAL COORDINATING COUNCIL ON DRUG EDUCATION

The National Coordinating Council on Drug Education (formerly the National Coordinating Council on Drug Abuse Education and Information, Inc.) is a private, nonprofit organization which has worked to promote rational approaches to all drug-related issues since its formation in 1968. Membership is extended to any interdisciplinary regional, state or local organization whose function is drug education, as well as any national organization with an interest in the Council's purposes. Any group interested in joining is invited to contact the Council for further details.

The Purposes of the National Coordinating Council

Coordinate educational and informational efforts of organizations in the area of drug abuse

Evaluate drug abuse educational programs

Give visibility to effective programs

Evaluate and develop the role of professional and public information in drug abuse education

Stimulate regional, state and local involvement in drug abuse education by establishing interdisciplinary committees to respond to area needs

Provide leadership in the area of drug abuse information and education

Who Supports Council Activities

Thomas B. Fordham Foundation—planning and operational grant

National Institute of Mental Health (Council member)—film evaluation contract and radio and television broadcast material contract

Mary Reynolds Babcock Foundation—planning grant for internship program

van Ameringen Foundation—grant for community handbook and staff development grant

Council on Family Health (Council member)—grant for community handbook

Ittleson Family Foundation—operational grant and staff development grant

Diane Linkletter Fund—staff development grant

Other planning and operational support from A.H. Robins, American Stock Exchange, Eli Lilly and Company, Knoll Pharmaceutical Corporation, McGraw Foundation, Shering Corporation, and Smith, Kline and French Laboratories.

The National Coordinating Council also receives contributions from its members.

The Officers

President	Art Linkletter
Vice President	Daniel X. Freedman, M.D. University of Chicago
Treasurer	Julian O. Kay Ernst and Ernst
Secretary	William H. McGaughey National Association of Manufacturers

The Board of Trustees

Chairman	James C. Eastman American Bar Association (1973)
	Daniel X. Freedman, M.D. American Psychiatric Association (1972)
	George B. Griffenhagen American Pharmaceutical Association (1972)
	Patrick F. Healy National District Attorneys Association (1974)
	Augustus H. Hewlett North American Association of Alcoholism Programs (1974)
	Governor Linwood Holton Virginia Governor's Council on Narcotic and Drug Abuse Control (1974)
	Julian O. Kay North Conway Institute (1972)
	Art Linkletter National Board of YMCA (1972)
	William H. McGaughey National Association of Manufacturers (1974)
	Steven H. Morrison B'nai B'rith (1973)
	James A. Nielsen U.S. Jaycees (1972)
	Helen H. Nowlis, Ph.D. National Association of Student Personnel Administrators (1973)
	Daniel F. O'Keefe, Jr. Proprietary Association (1972)
	Thomas E. Price, Ph.D. National Council of Churches (1974)
	Jayne Ware Delta Sigma Theta Sorority (1973)

Council Publications

COMMON SENSE LIVES HERE—a step-by-step guide to community drug abuse organization. The 96-page handbook includes chapters on the basic facts about drugs, understanding your community, organizing your community for action (using what's there and starting something new), alternatives to panic, where to find help and a glossary of drug terms; $3.00.

DRUG ABUSE FILMS: AN EVALUATION—an evaluative report on over 100 drug abuse films and audiovisuals including information on each film's

rental, purchase, scientific accuracy and communications impact; $3.00.

DRUG EDUCATION BIBLIOGRAPHY—an extensive bibliography with each publication categorized according to subject; $5.00.

DRUG EDUCATION DIRECTORY—a compilation of information about the National Coordinating Council's 111 members including valuable facts regarding their publications, films, services, meetings, who to contact and where; $5.00.

GRASSROOTS—a comprehensive drug abuse information service offering monthly supplements for up-to-date information on twenty categories of information; $95.00.

DRUG EDUCATION REPORT—a monthly newsletter on the latest developments in drug abuse education, treatment and enforcement—including reviews and recommendations of materials and programs; $25.00.

Member Organizations

Alaska Drug Abuse Education Coordinating Office
Alcoholism and Drug Addiction Research Foundation
Alpha Phi Alpha Fraternity, Incorporated
American Academy of Pediatrics
American Association of Colleges of Pharmacy
American Association for Health, Physical Education and Recreation
American Association of Junior Colleges
American Association of Poison Control Centers
American Bar Association
American College of Apothecaries
American College Health Association
American College of Physicians
American Correctional Association
American Council on Alcohol Problems, Incorporated
American Dental Association
American Federation of Labor and Congress of Industrial Organizations
American Legion
American Medical Association
American National Red Cross
American Nurses Association
American Orthopsychiatric Association, Incorporated
American Osteopathic Association
American Personnel and Guidance Association
American Pharmaceutical Association
American Psychiatric Association
American Public Health Association, Incorporated
American Social Health Association
American Society of Hospital Pharmacists
American Society for Pharmacology and Experimental Therapeutics
Association of Food and Drug Officials of the United States
B'nai B'rith
Boy Scouts of America
Boys' Clubs of America
Bureau of Narcotics and Dangerous Drugs (U.S.)
Capitol Region Drug Information Center (Hartford, Connecticut)
Child Study Association of America, Incorporated
Civitan International
Congress on Racial Equality
Council on Family Health
Delta Sigma Theta Sorority, Incorporated
Department of Defense (U.S.)
Drug Abuse Center (Louisville, Kentucky)
Federal Wholesale Druggists Association
Florida Drug Administration
Food and Drug Administration (U.S.)
Food and Drug Directorate (Canada)
General Board of Health and Welfare Ministries (United Methodist Church)
Institute for the Study of Drug Addiction
International Narcotic Enforcement Officers Association, Incorporated
Lions International
Lutheran Resources Commission
Maryland Drug Abuse Authority
Massachusetts Department of the Attorney General
Massachusetts Department of Education
Medical-Surgical Manufacturers Association
Michigan State Department of Education
Minnesota Governor's Commission on Drug Abuse
Montana Alcohol and Drug Dependence Commission
Narcotics Addiction Rehabilitation Coordinating Organization
National Association for the Advancement of Colored People
National Association of Broadcasters
National Association of Chain Drug Stores, Incorporated
National Association of Counties
National Association of Manufacturers
National Association for Mental Health
National Association of Pharmaceutical Manufacturers
National Association of Secondary School Principals
National Association of Social Workers
National Association of Student Personnel Administrators
National Bar Association
National Board of YMCA
National Catholic Youth Organization Federation
National Congress of Parents and Teachers
National Council on Alcoholism, Incorporated
National Council of the Churches of Christ in the United States
National Council on Crime and Delinquency
National Council of Negro Women
National Council of State Pharmaceutical Association Executives
National Dental Association
National District Attorneys Association
National Health Council
National Institute of Mental Health (U.S.)
National Jewish Welfare Board
National League of Cities
National League for Nursing
National Medical Association Foundation
National Safety Council
National Wholesale Druggists' Association
New Jersey State Department of Health
New York State Narcotic Addiction Control Commission
North American Association of Alcoholism Programs
North Conway Institute
Office of Economic Opportunity (U.S.)
Office of Education (U.S.)
Optimist International
Pharmaceutical Manufacturers Association
Project DARE (Los Angeles, California)
Project Straight Dope
Proprietary Association
Salvation Army
Society for Adolescent Psychiatry
South Dakota Commissioner of Drugs and Substance Control
Student American Medical Association
Student American Pharmaceutical Association
U.S. Jaycees
Urban Coalition
Vermont Drug Rehabilitation Commission
Veterans Administration (U.S.)
Virginia Governor's Council on Narcotics and Drug Abuse Control
West Virginia Division of Alcoholism and Drug Abuse
Wisconsin Bureau of Alcoholism and Drug Abuse

Index

Note: Every item reviewed in this book is listed in at least one, but not more than three, of the following subject categories, although many titles could be placed appropriately in more than three categories. The index considers the main subject emphasis of the materials.

BEHAVIORAL, PHYSIOLOGICAL, AND PSYCHOLOGICAL EFFECTS
(Psychopharmacologic effects of drugs on user's behavior, physiology, or psychology.)

CANNABIS AND DERIVATIVES
(Substances derived from flowering tops, leaves and resin of the hemp plant, Cannabis sativa. Includes marijuana, hashish, THC.)

DEPRESSANTS
(Includes barbiturates, alcohol.)

EDUCATION–PROFESSIONAL AUDIENCES
(Materials suitable for professionals working with drug users or potential drug users. Audiences may include physicians, nurses, counselors, teachers, social workers.)

EDUCATION–PUBLIC INFORMATION
(Materials for general public use outside of school curricula. Audiences may include adult organizations, community groups, youth leaders, or combined parent/youth groups.)

EDUCATION–SCHOOL AUDIENCES
(Materials designed for use in schools, or with school-aged audiences.) Note: Since the majority of audio-visuals on drugs is aimed at school-aged viewers, this list does not include every item designed for students.

ETIOLOGY
(Opinions and theories of the motivation and cause of drug use and abuse.)

HALLUCINOGENS
(Includes LSD, mescaline, STP).

HISTORY
(History of drug use and development of drug abuse problems from ancient times to recent past.)

LAW AND PUBLIC POLICY
(Drug legislation, law enforcement and government policy towards drug use or addiction; opinions about drug laws.)

NARCOTICS
(Includes opium, heroin, morphine, codeine, methadone.)

PREVENTION–COMMUNITY ACTION

PSYCHOLOGY
(Behavior, personality, and attitudes of drug user or addict.)

SOCIO-CULTURAL ASPECTS OF DRUG USE IN GHETTO

SOCIO-CULTURAL ASPECTS OF DRUG USE IN MIDDLE/UPPER CLASS

STIMULANTS
(Includes cocaine, amphetamines, methamphetamine, caffeine.)

TREATMENT/REHABILITATION

VOLATILE SUBSTANCES
(Includes glue, gasoline, aerosols.)

Index of Titles

BEHAVIORAL, PHYSIOLOGICAL, AND PSYCHOLOGICAL EFFECTS

Driving and Drugs 6
Drug Information Series – Stimulants 36
Drugs and the Nervous System 9
Drugs in Our Society – Alcohol: Decisions about Drinking 39
LSD: Insight or Insanity 17
Narcotics: The Inside Story 21

CANNABIS AND DERIVATIVES

The Ballad of Mary Jane 3
Drugs in Our Society – Marijuana: A Fad? 40
Focus on Drugs: Marijuana 12
Marijuana 20
Marijuana (CBS) 20
Marijuana: Don't Try It 43
Marijuana: The Great Escape 21
Marijuana: What Can You Believe? 44
The People vs. Pot 23
Pot's a Put-on 24
Research Report: THC – The Chemistry of Marijuana 24
Weed 29
Why Not Marijuana? 47
World of the Weed 29
You Can't Grow a Green Plant in a Closet 30

DEPRESSANTS

Drug Information Series – Sedatives 36
Drugs in Our Society–Alcohol: Decisions About Drinking 39
Focus on Drugs: Downers 11
Up Pill, Down Pill 28

EDUCATION – PROFESSIONAL AUDIENCES

The Circle 3
David 4
The Drug Puzzle 37
Help 14
Here's Help 14
LSD: Lettvin vs. Leary 17
LSD: The Spring Grove Experiment 18
A Nice Kid Like You 22
Research Report: THC – The Chemistry of Marijuana 24
Speedscene: The Problem of Amphetamine Abuse 26
The Story of Joe: A Case History of Drug Abuse 46
World of the Weed 29
You Can't Grow a Green Plant in a Closet 30

EDUCATION – PUBLIC INFORMATION

Almost Everyone Does 1
Beyond LSD 3
The Distant Drummer 5
A Doctor Answers Your Questions about Drugs 31
Drug Abuse Education and Information Slide Resource Kit 34
Drug Abuse: Everybody's Hang-Up 6
Drug Information Series 35
The Drug Puzzle 37
The Drug Scene 7
Drugs: Facts Everyone Needs to Know 8
11:59–Last Minute to Choose 9
The Hang-Up 13
I Think 16
Marijuana (CBS) 20
The Pied Pipers 44
The Problem of Drug Abuse 45
Scag 25
Trip to Where 28
Up Pill, Down Pill 28
Weed 29
You Gotta' Even Open Your Eyes 47

EDUCATION – SCHOOL AUDIENCES

Are Drugs the Answer? 2
Drug Abuse: The Chemical Tomb 6
Drug Abuse – Marijuana and LSD 33
Drug Abuse: Who Needs It? 33
Drug Decision 34
Drug Information Series 35
Drugs: Friend or Foe? 38
Drugs Are Like That 8
Drugs and the Body 38
Drugs and You 9
Drugs in Our Society (series) 39
Escape to Nowhere 10
Fight or Flight 11
Focus on Drugs (series) 11
Grooving 13
Health Education Series – Drugs 41
I Think 16
Let's Talk about Drugs 42
LSD: The Acid World 43
The Mad Chemist 19
Marijuana: Don't Try It 43
Marijuana: The Great Escape 21
Marijuana: What Can You Believe? 44
Rapping 24
School Health Education Study 45
The Story of Joe: A Case History of Drug Abuse 46
Tripping 28

ETIOLOGY

Anything for Kicks 2
Drug Abuse, Volume I, II, and III 31
Grooving 13
A Nice Kid Like You 22
Rapping 24

School Health Education Study 45
The Seekers 25
You Gotta' Even Open Your Eyes 47

HALLUCINOGENS
Acid 1
Beyond LSD 3
Drug Information Series – Psychedelics 35
Drugs in Our Society – LSD: Worth the Risk? 39
Focus on Drugs: LSD/Psychedelics 12
The Hippie Temptation 15
LSD 17
LSD: The Acid World 43
LSD: Insight or Insanity 17
LSD: Lettvin vs. Leary 17
LSD: The Spring Grove Experiment 18
LSD: Trip or Trap! 18
LSD: Trip or Trap? 43
LSD: Trip to Where 19
LSD-25 19
The People Next Door 23

HISTORY
The Ballad of Mary Jane 3
The Distant Drummer 5
Drug Abuse Education and Information Slide Resource Kit 34
Drugs in Our Society (series) 39
LSD: Trip or Trap? 43
World of the Weed 29

LAW AND PUBLIC POLICY
How Safe Are Our Drugs? 42
LSD: Lettvin vs. Leary 17
Marijuana (CBS) 20
The Use and Misuse of Drugs 47
You Can't Grow a Green Plant in a Closet 30

NARCOTICS
Darkness, Darkness 4
A Day in the Death of Donny B. 5
Drug Information Series – Narcotics 35
Drugs in Our Society – Narcotics: Uses and Abuses 40
False Friends 10
Focus on Drugs: Heroin 11
Hide and Seek 15
Hooked 15
Narcotics: The Inside Story 21
Narcotics: Pit of Despair 21
Narcotics: Why Not? 22
Scag 25
Skezag 26
Three 27
The Trip Back 27

PREVENTION – COMMUNITY ACTION
Anything for Kicks 2
Drug Abuse: One Town's Answer 7
The Drug Threat: Your Community's Response 38
Help 14
It Takes a Lot of Help 16
Three 27

PSYCHOLOGY
The Circle 3
Darkness, Darkness 4
David 4
Drug Abuse, Volume I, II, and III 31
11:59 – Last Minute to Choose 9
Escape to Nowhere 10
Hide and Seek 15
Hooked 15
Narcotics: Pit of Despair 21
Narcotics: Why Not? 22
The People Next Door 23
Research Report: THC – The Chemistry of Marijuana 24
The Riddle 25
The Seekers 25
Skezag 26
The Story of Joe: A Case History of Drug Abuse 46
The Trip Back 27

SOCIO-CULTURAL ASPECTS OF DRUG USE IN GHETTO
A Day in the Death of Donny B. 5
Hide and Seek 15
The Riddle 25
Skezag 26

SOCIO-CULTURAL ASPECTS OF DRUG USE IN MIDDLE/UPPER CLASS
Almost Everyone Does 1
Anything for Kicks 2
Beyond LSD 3
Darkness, Darkness 4
The Distant Drummer 5
Drug Abuse: One Town's Answer 7
Drug Information Series 35
Escape to Nowhere 10
From Runaway to Hippie 12
Grooving 13
The Hippie Temptation 15
A Nice Kid Like You 22
The People Next Door 23
Rapping 24
The Seekers 25
Tripping 28
You Gotta' Even Open Your Eyes 47

STIMULANTS
Drug Information Series – Stimulants 36
Focus on Drugs: Uppers 12
Speedscene: The Problem of Amphetamine Abuse 26
Up Pill, Down Pill 28

TREATMENT/REHABILITATION
The Circle 3
David 4
Drug Abuse Education and Information Slide Resource Kit 34
Help 14
Here's Help 14
LSD: The Spring Grove Experiment 18
The Seekers 25
Three 27

VOLATILE SUBSTANCES
Drug Abuse – Glue Sniffing and Pills 32
From Runaway to Hippie 12
Glue Sniffing: Big Trouble in a Tube 41
Why Must the Flowers Die? 29

NATIONAL COORDINATING COUNCIL ON DRUG EDUCATION
(formerly the National Coordinating Council on Drug Abuse Education and Information, Inc.)
SUITE 212
1211 CONNECTICUT AVE., N.W.
WASHINGTON, D.C. 20036